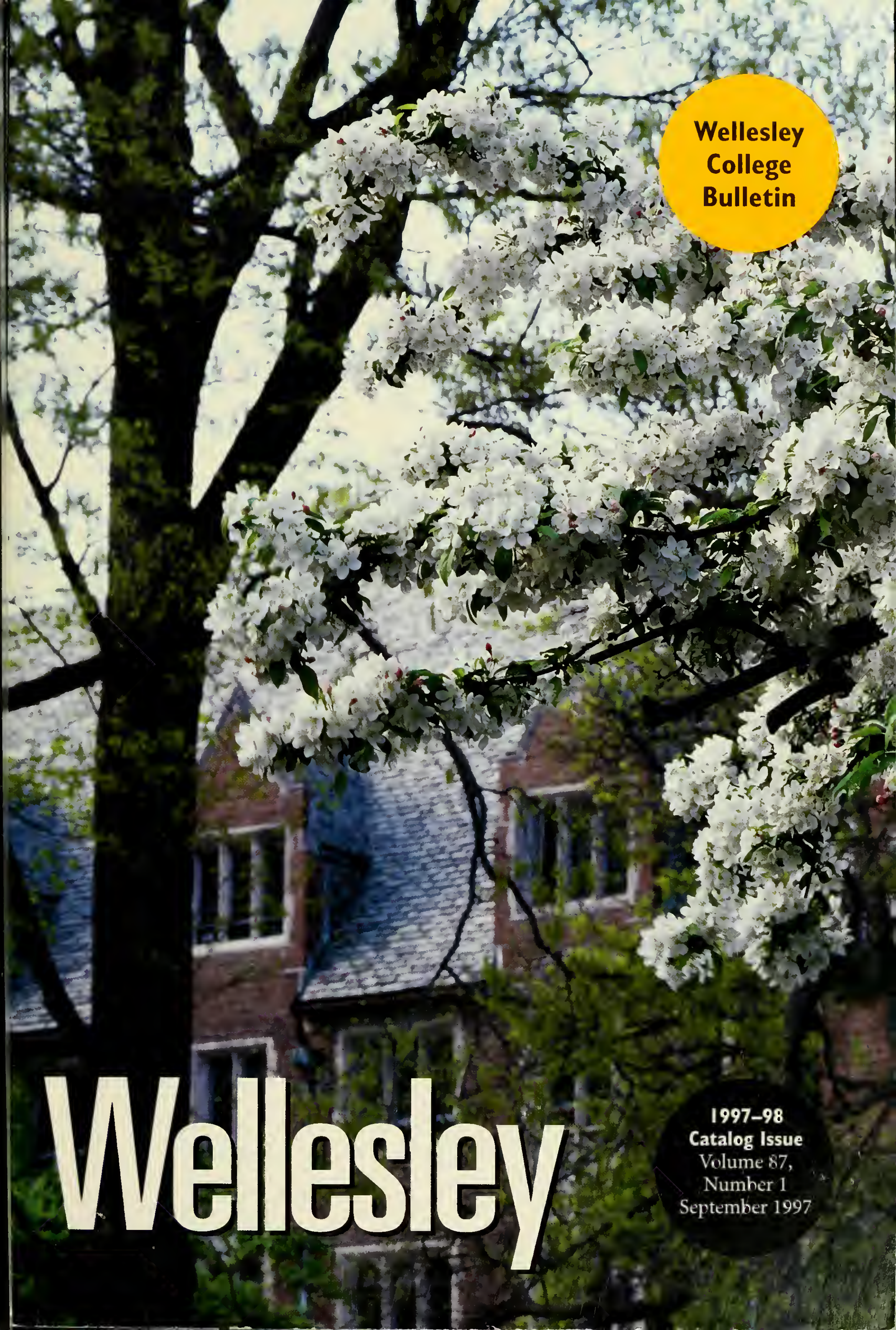

Wellesley College Bulletin

Wellesley

1997–98
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Academic Calendar 1997–98

Fall Semester

AUGUST

New students arrive	24, Sun.
Orientation	24, Sun. through September 1, Mon.
Dorms open for returning students	30, Sat.

SEPTEMBER

Central Check-In	2, Tues. through 3, Wed.
First day of classes	2, Tues.
Convocation	4, Thurs.

OCTOBER

Fall break (no classes)	13, Mon. through 14, Tues.
Parent and Family Weekend	17, Fri. through 19, Sun.

NOVEMBER

Thanksgiving recess begins (after classes)	25, Tues.

DECEMBER

Classes resume	1, Mon.
Last day of classes	8, Mon.
Reading period begins	9, Tues.
Examinations begin	15, Mon.
Examinations end	19, Fri.
Holiday vacation begins (after examinations)	19, Fri.

JANUARY

Wintersession begins	5, Mon.
Wintersession ends	27, Tues.

Spring Semester

JANUARY

First day of classes	28, Wed.

FEBRUARY

Presidents' Day (no classes)	16, Mon.

MARCH

Spring vacation begins (after classes)	20, Fri.
Classes resume	30, Mon.

APRIL

Patriots' Day (no classes)	20, Mon.

MAY

Classes end	7, Thurs.
Reading period begins	8, Fri.
Examinations begin	13, Wed.
Examinations end	19, Tues.
Commencement	29, Fri.

Inquiries, Visits & Correspondence

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 A.M. to 4:30 P.M. The Board of Admission is open by appointment on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made to greet prospective students during Wellesley's vacation periods. Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the Board of Admission should make an appointment at least three weeks in advance. Student guides are available to provide tours for visitors without appointments. Visitors, however, may wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

To learn more about Wellesley before you arrive on campus, please visit our web site at http://www.wellesley.edu/

President
General interests of the College

Dean of the College
Academic policies and programs

Dean of Students
Student life advising, counseling, residence, MIT cross-registration, exchange programs, international students, study abroad

Class Deans
Individual students

Dean of Continuing Education
Davis Scholars, postbaccalaureate students

Dean of Admission
Admission of students and Davis Scholars

Director of Financial Aid
Financial aid, student loans

Bursar
College fees, account and loan payment arrangements

Registrar
Transcripts of records

Director, Center for Work and Service
Graduate school, employment, undergraduate and alumnae career counseling, community service

Vice President for Finance and Administration
Business matters

Vice President for Resources & Public Affairs
Gifts and bequests, external relations

Executive Director, Alumnae Association
Alumnae interests

Address
Wellesley College
106 Central Street
Wellesley, Massachusetts 02181
(617) 283-1000

The College

The College

A student's years at Wellesley are the beginning—not the end—of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at Wellesley can provide the foundation for the widest possible range of ambitions and the necessary self-confidence to fulfill them. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old or become obsolete.

Wellesley is a college for the student who has high personal, intellectual, and career expectations. Beyond this common ground, there is no Wellesley stereotype. Since the College is a multicultural community, students come from all over the world, from different cultures and backgrounds, and they have prepared for Wellesley at hundreds of different secondary schools. Through the Davis Degree Program, women beyond the traditional college age, many married and with children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people is made possible, in large part, by the College's need-blind admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services.

Henry Fowle Durant, Wellesley's founder, was an impassioned believer in educational opportunity for women. His strong philosophy carries over to the present day. Throughout its 122-year history Wellesley has been one of a handful of preeminent liberal arts colleges in the country, and, at the same time, a distinguished leader in the education of women. The Wellesley Centers for Women are composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies. Both have produced much work of national importance about the issues facing women in contemporary society.

In some respects, the liberal arts curriculum at Wellesley has changed little since the College was founded. The constant features are the grouping of disciplines into the humanities, the social sciences, and the natural sciences, and the requirement that each student sample widely from courses in each group. Consistent also is the concept of the major—the opportunity for each student, through concentrated study during her junior and senior years, to establish mastery in a single area. The College has adhered to this framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change, and quick to incorporate new fields of study. The dramatic expansion of information of the last decades has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors and specially designed interdisciplinary and interdepartmental majors. Some departments also offer minors.

Wellesley students and faculty in all disciplines use the College's academic computing facilities in their courses and research. Faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, music, history, and languages. Wellesley was one of the first liberal arts colleges to establish a separate Computer Science Department and Computer Science major.

The Wellesley-MIT Cross-Registration allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a variety of MIT subjects; popular fields include architectural design and financial accounting as well as computer science, engineering, mathematics, and the sciences. Wellesley students construct individual majors in such subjects as Urban Planning, Engineering, and Linguistics, which draw on the resources of departments at both MIT and Wellesley. A bus runs hourly between the two campuses.

The Twelve College Exchange Program brings men and women from other member colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges with nearby Brandeis University; Spelman College, a distinguished Black liberal arts college in Atlanta, Georgia; and Mills College in Oakland, California. In addition, Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Financial aid for study abroad, although limited, is available through Wellesley.

The Wellesley faculty is a community of recognized scholars. They include scientists, artists, and political and economic analysts. Dedicated to teaching, they bring to the College a vast range of academic and professional interests. A number of faculty live on or near the campus. They are committed to all aspects of life in the Wellesley community and are available to students long after the end of class.

There is one faculty member for every ten students. The average class size ranges from 18 to 21 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a professor to investigate clearly defined areas of interest. The low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.

Excellent academic facilities support learning at Wellesley. Students have access to virtually all the collections on campus through a computerized library system totaling over one million items. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Interlibrary loans through the Boston Library Consortium augment the College's own holdings.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories are completely equipped for a wide variety of fields. The Center also includes an extensive complex of greenhouses and an observatory.

Students in the arts find excellent facilities in the Jewett Arts Center and the Davis Museum and Cultural Center.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live but seeks to integrate academic and extracurricular life through educational programs. Residence life is administered in several ways, ranging from dormitories staffed by professional Heads of House to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the Wellesley News, or participating in a Wellesley-sponsored summer internship in Washington are of lifelong importance. The College encourages self-expression through more than 160 established student organizations, as well as any interest that a student may choose to pursue alone or with a group of friends. Wellesley also supports those students who investigate religious issues and thought. The Office of Religious and Spiritual Life offers religious programs in many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents.

For this reason, students at the College participate in decision making in nearly every area of College life. They serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on Academic Council, the Board of Admission, and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. In addition, they serve on committees that set policy for residential life and govern Schneider Center, the focus for much student activity on campus.

The Wellesley College Government Association was established in 1901 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Davis Scholars and Wellesley off-campus students.

Each student who comes to Wellesley College joins an extended community of alumnae who have preceded her. Some of them have been outstanding scholars and researchers, others have been leaders in politics and social issues, still others have made important contributions to their communities through volunteer work. No matter how they have chosen to make their mark in the world, these women have proven that four years at Wellesley College is just a beginning.

The Campus

Wellesley College offers physical surroundings that are conducive to the highest degree of academic excellence. To begin, the campus of more than 500 acres borders Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths and fitness trails. In this setting are 65 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is Galen Stone Tower, which rises 182 feet.

Facilities & Resources

Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from creative arts media to state-of-the-art equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students.

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Science Center

The Science Center houses the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics, and Psychology. The Center includes up-to-date and well-equipped teaching and research laboratories, extensive computer facilities, as well as modern classrooms and office space. The Science Library contains more than 101,000 volumes, including collections from all of the above departments. Also available are group study rooms, carrels, audiovisual and tutorial rooms, copying equipment, on-line science databases, and microfilm facilities.

Greenhouses

The Margaret C. Ferguson Greenhouses, combined with the 22 acres of the Hunnewell Arboretum and the Alexandra Botanic Gardens, are an outstanding teaching facility and a horticultural resource visited by thousands each year.

The 15 greenhouses contain more than 1,000 different plants. Temperature and humidity in each of the houses are controlled independently, providing a wide range of climates for growing plants from all geographic regions. The permanent collection emphasizes the diversity and adaptation of desert plants, tropical plants, orchids, and ferns and includes large numbers of subtropical, temperate, and aquatic plants. Two of the greenhouses are reserved for propagation and plant growth by classes in horticulture, while two others provide modern botanical research facilities for faculty and students. The original greenhouses, built in 1922, were renovated in the 1980s to conform to modern and energy-efficient greenhouse construction.

Observatory

The Whitin Observatory contains laboratories, classrooms, darkroom, and the Astronomy Library. Its research equipment includes 6-, 12-, and 24-inch telescopes, as well as state-of-the-art electronics and computers. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, was enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

Computer Facilities

The academic computing facilities consist of a VAX cluster, DEC station 5000 workstations, IBM RS6000 workstations (dedicated to computer science instruction and research), Sun workstations (in the Computer Science Graphics Laboratory), clusters of Apple Macintosh computers (in the Mathematics Graphics Classroom, the Writing Lab, and the Computer Science Classroom), and Pentium-class microcomputers. These computers are connected to a campus-wide network that provides access from labs, offices, classrooms, and terminal rooms to timesharing computers, laser printers, library catalog, and the Internet. Macintosh computers are available in common rooms in all of the dormitories. All dormitory rooms provide telephone and computer access.

Jewett Arts Center and Pendleton West

The Jewett Arts Center consists of the Mary Cooper Jewett Art wing and the Margaret Weyerhaeuser Jewett Music wing. Jewett is linked by bridges to the Davis Museum and Cultural Center, and to Pendleton West. The art wing consists of the Art Department offices, classrooms, studios, photography darkrooms, video and computer facilities, the Art Library, and a Student Gallery for exhibiting student work. The music wing contains the Music Library, listening rooms, practice studios, classrooms, and Music Department offices. A collection of musical instruments of various periods is available to students. The Jewett Auditorium, a 320-seat theatre, is used for music performances, theatre events, lectures, and symposia. The arts facilities of Pendleton West include studios, a sculpture foundry, a printmaking facility, the choir rehearsal room, and a concert salon.

The Davis Museum and Cultural Center

The museum and cultural center opened in 1993. The four-floor museum facility offers expanded galleries for temporary exhibitions and for paintings, sculpture, and works on paper from the museum's encyclopedic collection. It also houses a print room and study gallery/seminar room. Special exhibitions and programs are presented throughout the year.

The museum was founded in 1889 to provide high-quality objects for the study of art. Since that time, the museum's holdings have grown to include almost 5,000 objects that span the 3,000 years of the history of art.

To maintain the interrelationships among the arts at Wellesley, the Davis Museum and Cultural Center is adjacent to the Jewett Arts Center and Pendleton West. The facilities are linked by bridges, allowing students to move easily from classrooms and studios into libraries and museum galleries. The complex also includes a courtyard, a 170-seat cinema, and a small café.

Margaret Clapp Library

The College Library's holdings (including Art, Astronomy, Music, and Science collections) number more than 1.3 million items. Among them are 723,000 bound volumes, 4,400 periodical and serial titles, 400,000 microforms, 17,000 sound recordings, videos, and an important collection of federal and international documents. Interlibrary loans and other resource sharing projects through membership in the Boston Library Consortium augment the College's own collections.

In addition, the Library encompasses other areas of particular interest. The Special Collections include letters, manuscripts, and rare books; the Archives contain materials documenting the history of the College. The new Knapp Media Center provides a campus focus for instructional technology for individuals and groups.

Access to a wide range of electronic services is provided through the Online Catalog and Gateway to Other Resources, through remote login to computers off-campus, and through a number of CD-ROM workstations. Library staff, as part of Information Services, participate in providing Wellesley's Campus-Wide Information System, which is a World Wide Web site on the Internet at http://www.wellesley.edu/

Continuing Education House

The Continuing Education House is the community center for Elisabeth Kaiser Davis Scholars and Postbaccalaureate students. The offices of the Dean of Continuing Education and her staff, who coordinate the academic and support systems for these students, are located here. The CE House serves as the center for CE activities and programs. The Community Leadership Training Program and "Lunch and Learn" seminars are offered here. Students also gather for meetings, for group study, or simply to share conversation over a cup of coffee. This "home on campus" helps create a vibrant community and strong friendships.

Child Study Center

The Child Study Center, a preschool and laboratory, serves the College and the neighboring community. It was specifically designed in 1913 as a school for young children. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer, or assistant teach in classes with children ages two to five. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center. Research equipment is available at both locations.

Nannerl Overholser Keohane Sports Center

Classes for all indoor sports and dance are conducted in the Nannerl Overholser Keohane Sports Center. This Center includes an eight-lane competition swimming pool; badminton, squash, and racquetball courts; two free-weight rooms; two cardiovascular machine rooms; exercise/dance/yoga studios; volleyball courts; and an athletic training area. The Field House has a basketball arena, indoor tennis courts, and a 200-meter track. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley maintains a nine-hole golf course; 24 tennis courts; hockey, lacrosse, and soccer fields; and a swimming beach.

Alumnae Hall

The largest auditorium on the campus, seating more than 1,300 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Ruth Nagel Jones Theatre. Wellesley alumnae gave this building to the College in 1923.

Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel is a setting for lectures and community meetings as well as religious services and concerts.

Schneider College Center

The focal point for extracurricular life at the College is Schneider College Center. It provides lounge areas, a cafeteria, an entertainment stage, meeting rooms, offices for Schneider Board and College Government, and a Student Leadership Resource Center. The building also has facilities for off-campus students (lounge, mailboxes, kitchen, computer); a lounge and kosher kitchen for Hillel; a student-staffed Info Box; the student-managed Café Hoop and pub, "Molly's"; *Wellesley News*; *Legenda*; and the Wellesley College radio station, WZLY. It also contains the Office of Religious and Spiritual Life, the Residence Office, the Schneider Center staff, and Schneider Food Service.

Harambee House

Harambee House, the cultural and social center for the African-American community at Wellesley, offers diverse programs that are open to the entire College. Programs highlighting the various aspects of African, African-American, and African-Caribbean culture are presented throughout the academic year. Harambee has a growing library of the history and culture of African and African-American peoples and boasts a record library (classical jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), and *Ethos Woman* (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.

Slater International/ Multicultural Center

Slater Center is headquarters for international and multicultural activities. The Center serves campus organizations that have an interest in international and multicultural issues and helps sponsor seminars and speakers on those topics. The International Student Advisor, whose office is located in the Center, counsels international students and serves as the advisor to Multicultural Council. She also handles immigration matters for students and faculty. In addition, the Center coordinates a peer counseling group of international students to help newcomers make a smooth adjustment to the United States. Students can also use the center to study, cook, and meet together informally.

Society Houses

There are three society houses. Each house has kitchen and dining facilities, a living room, and other gathering areas. Shakespeare House is a center for students interested in Shakespearean drama, Tau Zeta Epsilon House is oriented around art and music, and Zeta Alpha House is for students with an interest in literature. Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.

Green Hall

The offices of the president, the board of admission, the deans, and other administrative offices directly affecting the academic and business management of the College are located in Green Hall. Named for Hetty H. R. Green, the building was erected in 1931.

Infirmary

Simpson Infirmary consists of an outpatient clinic and hospital that is licensed by the state. It is an institutional member of the American College Health Association.

President's House

The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. It is frequently the scene of alumnae and trustee gatherings, and events for graduating seniors and their parents.

Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open for lunch and dinner to members, their guests, and parents of students. Overnight accommodations are available for alumnae and for parents of current and prospective students.

Wellesley Centers for Women

Established in 1995 by a vote of the Wellesley College Board of Trustees, the Wellesley Centers for Women are composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies. Research and programmatic work at the Centers reflect the varied experiences and perspectives of women from all backgrounds.

The Center for Research on Women was established in 1974 by a grant from the Carnegie Corporation. Since then it has received major support from a variety of private foundations, government agencies, corporations, and individuals. The Center's policy-oriented studies focus on women's education, employment, and family life. Extensive research is being conducted on gender equity, curriculum change, childcare, the effects of economic and social policies on women of all races and social classes, women in the sciences, and adolescent and child development. *The Women's Review of Books* is published at the Center.

The Stone Center for Developmental Services and Studies, founded in 1981 with a generous gift from Grace W. and Robert S. Stone, is dedicated to the prevention of psychological problems, the enhancement of psychological well-being, and the search for a more comprehensive understanding of human development. Stone Center staff develop innovative theoretical work on women's psychological development and model programs for the prevention of psychological problems. The mission of the Center is carried out through education, research, community outreach, and counseling. Particular attention is paid to the experiences of women, children, and families across culturally diverse populations.

Summary of Students, 1996–97

	Resident Students	Off-Campus Students	Class Totals	Totals
Candidates for the B.A. Degree				2,246
Seniors	523	25	548	
Juniors	395	9	404	
Sophomores	571	5	576	
First-Year Students	593	4	597	
Davis Scholars (CE students)	33	88	121	
High School	0	4		
International/Twelve College Exchange	16	2		
Postbaccalaureate, Special Students, and Cross-Registrants	1	50		
Total Registration October 1996				2,319
Students on Academic Leave of Absence (e.g., junior year abroad/exchange)	125			

Geographic Distribution, 1996–97

Students from the United States and Outlying Areas

Alabama	9
Alaska	8
Arizona	18
Arkansas	15
California	223
Colorado	29
Connecticut	78
Delaware	7
District of Columbia	11
Florida	52
Georgia	28
Hawaii	12
Idaho	8
Illinois	51
Indiana	10
Iowa	15
Kansas	9
Kentucky	6
Louisiana	7
Maine	39
Maryland	60
Massachusetts	479
Michigan	30
Minnesota	51
Mississippi	1
Missouri	21
Montana	1
Nebraska	5
Nevada	6
New Hampshire	32
New Jersey	116
New Mexico	7
New York	338
North Carolina	27
North Dakota	2
Northern Mariana Islands	1
Ohio	33
Oklahoma	12
Oregon	19
Pennsylvania	70
Puerto Rico	4
Rhode Island	23
South Carolina	8
South Dakota	2
Tennessee	16
Texas	84
U.S. Military	1
Utah	9
Vermont	17
Virginia	54
Virgin Islands	3
Washington	52
West Virginia	8
Wisconsin	22
Wyoming	3
Total	2,252

Students from Other Countries

	International Students	U.S. Citizens Living Abroad
Argentina	3	
Austria	1	
Bahrain	2	
Belgium	2	
Bolivia	1	
Brazil	1	
Bulgaria	4	
Canada	8	3
China	6	5
Colombia	1	3
Dominican Republic	1	
Ecuador	2	
England	2	8
Ethiopia	1	
France	1	2
Germany		3
Ghana	2	
Greece	1	3
Hong Kong	12	4
India	7	4
Indonesia	1	
Israel	1	
Jamaica		1
Japan	1	5
Kenya		1
Korea	6	4
Kuwait	1	
Lebanon	1	
Malaysia	2	
Mexico	2	1
Morocco	1	
Netherlands Antilles	1	
New Zealand	1	1
Norway	1	
Pakistan	4	3
Peru	1	
Philippines	8	2
Russia	1	
Saudi Arabia	4	4
Singapore	1	
South Africa	2	
Sri Lanka	1	1
Switzerland	1	1
Taiwan, R.O.C.	5	7
Thailand	4	2
Trinidad	1	1
Turkey	1	
Turkmenia	1	
Ukraine	1	
United Arab Emirates	1	
Yugoslavia	1	
Total	103	82

Student Life

Student Life

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations, volunteer programs, and college governance. Camaraderie built through these involvements creates solid friendships that support Wellesley students during their college years and for a lifetime.

On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. More than twenty multicultural organizations include the Slater International Association; Mezcla, an association for Latina students; Ethos, an organization of Black students; the Asian Student Union, composed of Asian and Asian American students; and the Korean American Student Association. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, Ministry to Black Women, Lutheran-Episcopal Fellowship, Real Life, and Christian Science Organization offer many programs throughout the year.

Students produce a number of publications: *Wellesley News*, the student newspaper that is published weekly; *Ethos Woman*, a student publication for and about Third World women; *Legenda*, the College yearbook; and *The Galenstone*, a student publication. WZLY, the campus radio station, is operated by an all-student staff.

Students can become involved in the Greater Boston community in a variety of ways. The Center for Work and Service Internship Office lists many opportunities for public and community service in government agencies and nonprofit organizations. In addition, the Community Service Center coordinates student groups working with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, Habitat for Humanity, and Rosie's Place, a shelter for homeless women.

Sports are a significant part of life at Wellesley. There are eleven intercollegiate programs, as well as opportunities for competition in club sports such as softball, sailing, table tennis, skiing, and rugby. Students also pursue physical education just for fun or to stay fit. Interests range from yoga and fencing to dance and scuba diving. The Nannerl Overholser Keohane Sports Center provides state-of-the-art facilities for competition sports (see p. 13 for details). Lake Waban is used for water sports and Paramecium Pond for ice skating.

The arts have always represented a highly visible part of the Wellesley experience. The Wellesley College Orchestra, the Prism Jazz Ensemble, Yanvalou Dance and Drum Ensemble, the Tupelos, the Blue Notes, the Toons, the Widows, the Ethos Choir, the Guild of Carillonneurs, and the MIT Orchestra are some of the groups that offer experiences for students with musical interests. Those interested in the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society. The Jewett Arts Center's Student Gallery provides opportunities for students to exhibit their work, as well as to organize and curate shows.

Life at Wellesley also includes a number of traditional social events. Junior Show, Parent and Family Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, the center of community activity, includes a coffee house and conference rooms. Supplementing the facilities and resources of Schneider are Slater Center, which is the frequent setting for international and multicultural events and celebrations, and Harambee House, the social and cultural center of the African-American community at Wellesley. Harambee sponsors lectures and music and dance performances, many in conjunction with other departments in the College. Lectures and cultural programs are also presented by Mezcla, the Korean American Student Association, Chinese Student Association, Japan Club, Hillel, and many other student organizations. The Davis Museum and Cultural Center with its Collins Cinema and Café is a place to relax with friends, view national and international films, and listen to lectures and live performances.

Student Residences & Services

Although some students live off campus, most live in Wellesley's 21 residence halls. For resident and off-campus students alike, the College provides counseling, religious, and health services to support the students' physical and mental well-being.

Residence Halls

The residence halls are the focus of much campus life. Informal learning at Wellesley takes place in spontaneous discussions and through planned programming in the residence halls. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley fosters a sense of community through active participation in student self-government and program planning. Many opportunities exist for students to assume leadership positions.

The residence experience is also likely to include lectures, group discussions, dinners with faculty members, and social events with students from other colleges. One tradition, Wednesday Tea, is an informal occasion that continues to attract many students.

Wellesley has several types of residence halls, each with a distinctive character and structure. Thirteen of the larger residence halls (most housing 120–140 students) are staffed by professional Heads of House. Each Head of House serves as an advisor and counselor to individuals and groups and as a liaison to the College community. The Heads of House, with specialized training in adolescent development and women's issues, supervise a residence staff that includes a Resident Advisor on each floor, a First-Year Student Coordinator, and a House President. The smaller halls (Simpson West, Homestead, French House, Cervantes, Instead, and Cedar Lodge) are staffed by student Resident Advisors or Coordinators and have a more informal system of house government for the 8-18 upperclass students living there. Lake House, a residence for approximately 60 juniors and seniors, is a more independent living environment with a faculty member in residence.

Students in the larger residence halls elect a House Council that administers daily living details. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate. These students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews the rooming policy and develops ways to involve students in all areas of residential policy making. The Residence Office staff works to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single, double, and triple rooms, and some suites. All incoming first-year students are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each large hall has a spacious living room, smaller common rooms, and a study room. All but two of the large halls have dining facilities that are open on a five- or seven-day basis. All dining rooms offer vegetarian entrees at lunch and dinner; Pomeroy dining hall serves kosher/vegetarian food at all meals. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, a desk, a chair, a lamp, a bookcase, and a bureau for each resident student. Students furnish linen, blankets, quilts, and their own curtains, pictures, rugs, and posters. They contribute one to two hours a week answering dorm telephones.

Twenty-one residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Cedar Lodge, Dower, French House, Homestead, Instead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Cervantes, Lake, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

Student Parking and Transportation

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for sophomores, juniors, and seniors is currently $75 for each semester or $135 for the year, and for off-campus students $60 for the semester or $100 for the year.

There is hourly bus service from the campus to MIT in Cambridge (7:30 A.M. to 11:50 P.M. Monday–Friday) with subway connections to the Greater Boston area. In addition, an hourly shuttle bus connects Wellesley, Babson College, the Woodland MBTA (subway) stop, and medical buildings in Wellesley Hills. On weekends the College provides bus service to Boston and Cambridge on an expanded schedule tailored to students' needs.

Services for Students with Disabilities

Wellesley is committed to providing students with disabilities the support they need to achieve their academic potential and to participate in Wellesley's rich opportunities.

The Director for Equal Opportunity and Affirmative Action, the Coordinator of Services for Persons with Disabilities, the Director of Programs of the Learning and Teaching Center, the Class Deans, the faculty, the Heads of House, and the Rooming Coordinator work closely with individual students to encourage their intellectual and social development.

College Counseling Service

Counseling is readily available. Many students benefit from talking with someone other than friends and roommates. They may be concerned about large or small personal matters affecting their daily life or their more basic sense of purpose and direction.

Staff members of the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term individual and group counseling. Preventive outreach programs are also offered, addressing mental health and developmental issues.

Clinical staff members are trained in the disciplines of psychiatry, psychology, and social work. Long-term treatment (psychotherapy or psychopharmacology) is not provided, but the counseling staff can refer students to appropriate private clinical professionals and sliding-scale agencies. There is no fee for any counseling services provided to students by the Stone Center staff. *Professional confidentiality is maintained at all times in accordance with the law.*

Religious and Spiritual Resources

Wellesley seeks to respond sensitively to and support the diversity of religious traditions and spiritual perspectives represented among community members.

The Office of Religious and Spiritual Life offers a multi-faith approach to nurturing the religious and spiritual life of the College. The Dean of Religious and Spiritual Life coordinates the Religious Life Team, which includes a Buddhist Advisor, a Jewish Chaplain, a Muslim Advisor, a Roman Catholic Chaplain, a Protestant Chaplain, and a Unitarian Universalist Advisor, as well as advisors and student groups including the Baha'i, Hindu, Jain, Native African, Native American, Sikh, and Zoroastrian communities. Members of the Religious Life Team are available for religious and pastoral counseling. Students, faculty, and staff are invited to take part in the life of one or more of these faith communities, for worship, study and discussion groups, community service opportunities, or social events.

The Dean of Religious and Spiritual Life coordinates a program examining the role of spirituality in the educational process at Wellesley. There are opportunities throughout the year to take part in programs that explore spirituality and life and learning. The Dean also officiates at interfaith services held regularly throughout the academic year, including weekly multi-faith community worship.

Buddhist students from various traditions have opportunities to gather at Wellesley for meditation, practice, and discussion. On weekday evenings, there are programs and practice in the Tibetan and Zen Buddhist traditions. Buddhist students of all traditions are welcome to attend these programs and other opportunities offered throughout the year.

Jewish students will find a varied program including weekly Shabbat services, High Holiday services, and study and discussion groups, many of which are held in the Hillel Lounge located on the third floor of Billings Hall. Kosher meal options are available and Pomeroy Dining Hall serves kosher/vegetarian food at all meals. A kosher kitchen is available for student use in Schneider Center.

Muslim students gather for daily prayers in the Muslim Prayer Room located on the first floor of Houghton Chapel. In addition, Al-Muslimat, an organization for Muslim women at Wellesley, meets weekly for Qur'anic study and discussion. The Muslim Chaplaincy Advisor also organizes other educational and social activities.

The Protestant community has many opportunities for worship, study, discussion, and social gathering offered by groups that represent the full spectrum of Protestant religious tradition and practice. The Protestant Chaplain holds an ecumenical Protestant service on Sunday in Houghton Chapel, holds Bible study and fellowship on weekday evenings, and acts as liaison to all Protestant groups on campus.

The Roman Catholic community gathers for Mass in Houghton Chapel on Sunday afternoons and at noon on Monday. The Newman Catholic Ministry offers a variety of spiritual, educational, and social activities on campus and in the area for members of the community.

The Office of Religious and Spiritual Life, working with many other departments in the College, seeks to support each community member in her life at Wellesley and to foster a sense of community for the College as a whole.

College Health Service

Simpson Infirmary includes an outpatient clinic and licensed hospital that provide primary medical care to all students. There is no charge for outpatient visits to a nurse, a nurse practitioner, or a doctor. There are charges for laboratory tests and procedures and for inpatient care. A College-sponsored insurance plan is available to cover laboratory costs and all inpatient care. Students are required by Massachusetts law to enroll in the College Student Health Insurance Plan unless they have equivalent coverage. Because many private insurers and HMOs have strict guidelines regarding inpatient coverage, all students are encouraged to enroll in the College health plan to cover infirmary admissions. Consultation with specialists is available; financial responsibility rests with the student, her parents, or their health insurers. Besides the usual medical care given by the College Health Service, members of the staff emphasize educational and preventive measures to increase wellness and promote healthful lifestyles. Programs are developed in response to students' needs or requests.

The Health Service collaborates with other college services such as counseling services, residence, and physical education. The confidentiality of the clinician-patient relationship is carefully maintained; medical information is not shared with College authorities or parents without the specific consent of the student and is disclosed only to meet insurance claims or legal requirements.

Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and self-government. The rules and procedures governing student life reflect these concepts and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Student Handbook*, copies of which are available to all students.

Honor Code

Inherent in Wellesley's system of democratic government and its accompanying law is the Honor Code. As the vital foundation of government, the Honor Code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The Honor Code covers all duly adopted rules of the College for the governance of academic work, for the use of College resources, and for the conduct of its members. Each student—degree candidate, exchange student, and postbaccalaureate student—is bound by all the rules.

Each student is expected to live up to the Honor Code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws that are beyond the jurisdiction of Wellesley College.

The Honor Code can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the Honor Code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the Honor Code by any member of the community.

College Government

Most of the legislation and regulations guiding student life are enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activity funds, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body. Violations of the Honor Code are adjudicated through the student-run Judicial System.

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has always been important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation. All disciplinary records are destroyed when a student graduates from the College. Disciplinary records are never a part of a student's permanent file while she is at Wellesley.

Copies of the Privacy Act, the regulations therein, and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Registrar. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance with the Privacy Act by the College, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; college e-mail address; schedule of classes; major and minor field(s); date and place of birth; dates of attendance at Wellesley College; degrees, honors, and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended. In addition, student photographs are part of a College photograph directory that resides on the Campus-Wide Information System. It is accessible only on campus.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 15 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

The Center for Work and Service

The Center for Work and Service offers comprehensive career preparation and resources for students and alumnae. A wide range of information and services help Wellesley students explore the world of work, participate in community service, and prepare for their futures. A staff of experienced professionals counsels students at all stages of career exploration and decision making, from first-year students considering internships or volunteer work to seniors planning for graduate school or full-time employment.

Panel presentations, informational meetings, workshops, career and personality inventories, and counseling sessions are offered to help students explore various professions, educational options, and community service opportunities. Students can take advantage of the Center's publications, including the monthly newsletter, Chronicle, an on-line listing of over 2,000 internships, and the Center's web pages that provide links to various career resources on the Internet.

The Center also sponsors programs that connect alumnae with current students: on-campus presentations where alumnae discuss their working lives and graduate school experiences; the Shadow Program, which matches students with alumnae at their workplaces; and the Alumnae Advisory Network, a powerful list of over 12,000 Wellesley graduates who have volunteered to serve as contacts for career exploration.

In recent years, the Center for Work and Service has undertaken programs which have moved the work of the Center in closer alignment with the educational core of the College. Faculty and Center staff have collaborated on several initiatives to help integrate the student's overall career decision-making process and to amplify the connection between her academic experience and life outside of the classroom.

After graduation, the Center remains a resource for alumnae by offering job listings, counseling, regional career programs, use of the Center for Work and Service Library, alumnae web pages, and a reference file service.

Career Counseling

During the school year, counselors are available daily, both by appointment and on a drop-in basis. The Center offers workshops on career and life planning, resume writing, job search, interviewing, networking/informational interviewing, and applying to graduate and professional schools. Personality and career inventories are also offered. Videotaped mock interviews are also conducted by counselors to help students practice their interviewing skills.

Recruiting/Job Search

Over 110 companies participate in the Center's on-campus recruiting program, while over 70 additional companies request student resumes and schedule interviews throughout the spring. Informational meetings, coaching, and support are also part of the recruiting process. Information on MIT's recruiting program, which is open to Wellesley seniors, is available at the Center as well. Job search resources include an on-line catalog that annually lists over 250 entry-level positions for seniors. The alumnae job bulletin, *Horizons*, is available for a modest subscription fee.

Graduate Schools

The Center for Work and Service provides information on graduate and professional school examinations, advice on completing graduate school applications, and information on financial aid.

Internships

Information about local, regional, and national internships for the school year, the summer, or Wintersession is available through the Center for Work and Service and can be accessed by students at any time. Over 2,000 internships are listed in the College's on-line catalog.

Community Service

Each year, the Center for Work and Service sponsors numerous community service projects, both off and on campus. The Center also sponsors not-for-profit networking fairs and maintains a library of volunteer opportunities for individuals and groups.

Summer Stipends

Students interested in community and public service internships may apply through the Center for one of several stipends. These awards, which are designed to encourage service and volunteerism, provide financial support to Wellesley students who work at an unpaid internship or volunteer position with a community or public service organization.

Scholarships and Fellowships

Information on a large number of scholarships, fellowships, and grants for graduate study is readily available in the Center for Work and Service Library. The selection process for many undergraduate and graduate fellowships is administered by the Center for Work and Service.

Center for Work and Service Library

The Center for Work and Service Library houses an extensive collection of books, magazines, and journals to assist students with career exploration, graduate school choices, and job search. The library also contains listings of alumnae contacts, a collection of videotapes of alumnae career panels, alumnae reports on graduate programs and employers, job listings, and SIGI+, a computerized career guidance system.

References

All students are encouraged to build a reference file. References will be forwarded to schools and employers for a nominal fee. The Center furnishes standard recommendation forms acceptable to graduate schools and employers.

Admission

Admission

The Board of Admission chooses students who will benefit from the education Wellesley offers and who will be able to meet the standards for graduation. Consideration is given to creativity, high motivation, and strong academic potential.

The Board considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, national origin, or sexual orientation. In accordance with its desire to maintain student body diversity, Wellesley College encourages applications from qualified students who represent a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley consists of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board considers a number of factors: high school records; rank in class; standard test scores; letters of recommendation from teachers, guidance counselors, or principals; the student's own statements about herself and her activities; and interview reports when available from the staff or alumnae. The Board values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is carefully evaluated. The admission decision is never made on the basis of a single factor. Each part of the application, accordingly, contributes to a well-rounded appraisal of a student's strengths and helps predict whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for First-Year Student Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. Nevertheless, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature; history; training in the principles of mathematics (typically four years); competence in at least one foreign language, ancient or modern (usually achieved through four years of study); and experience in at least two laboratory sciences.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description. Wellesley's applicant pool has been consistently strong. As a result, not all applicants who are qualified are admitted.

The Application

Application forms may be obtained from the Board of Admission. The Board also accepts applications from a variety of sources, for example the Common Application, College Link, Apply!, etc. A nonrefundable fee of $50 must accompany the formal application. If the fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Dean of Admission with the application for admission.

The Interview

While Wellesley does not require a personal interview as part of the first-year application, the College strongly recommends that applicants arrange for one. An interview is required of transfer applicants and of Accelerating Candidates (see p. 33). If a candidate cannot come to the College for an interview, she should write to the Board of Admission or use the form provided in the application supplement to request the name of an alumna interviewer in the candidate's local area. A high school junior may arrange for an informal conversation with an alumna or member of the Board. Interviews are not available from February 1 to April 1; however, tours will still be given by student guides during this time.

Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission at least three weeks in advance so that tours, interviews, meals, and attendance at classes can be arranged before their arrival on campus.

Standard Tests

The College Board Scholastic Assessment Tests (SAT-I: Reasoning Test and three SAT-II: Subject Tests) or the ACT Assessment is required of all applicants for admission. One SAT-II Test must be the SAT-II: Writing Test; the other two may be in subjects of the student's choice.

Each applicant is responsible for arranging to take the tests and for requesting that the results of all tests are sent to Wellesley College. The College Board and ACT send the publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school.

It is necessary to register with the College Board approximately six weeks before the test dates; however, limited walk-in registration may be available at some centers. For the ACT, students must register usually four to six weeks prior to the test date. No walk-in registration is available.

Either the SAT-I or three SAT-II Tests may be taken on any of the following dates, but it is not possible to take both the SAT-I and the SAT-II Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September 1998 is December 6, 1997.

The College Board Code Number for Wellesley College is 3957.

Dates of College Board Tests

October 4, 1997
November 1, 1997
December 6, 1997
January 24, 1998
March 28, 1998
May 2, 1998
June 6, 1998

The ACT Assessment test may be taken on any of the following dates. The latest test date from which scores can be used for admission in September 1998 is December 13, 1997.

The ACT code number for Wellesley College is 1926.

ACT Assessment Test Dates

October 25, 1997
December 13, 1997
February 7, 1998
April 4, 1998
June 13, 1998

Admission Plans

Regular Decision

A candidate who uses the Regular plan for admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take SATs or the ACT any time through December of the senior year. Results of tests taken after December arrive too late for consideration by the Board of Admission.

Early Decision

Students with strong high school records who have selected Wellesley as their first-choice college by the fall of the senior year should consider the Early Decision plan. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application. Once admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish to apply in this framework must submit the application by November 1 and indicate that they want to be considered under the Early Decision plan. Although College Board tests taken through the November 1, 1997 test date or ACT tests taken through the October 25, 1997 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1, and who request it, will receive an Early Evaluation of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

Accelerating Candidates

The College considers applications from candidates who plan to enter college after completing their junior year of high school and who have demonstrated academic strength and personal/social maturity. These candidates are considered for admission along with other applicants for the Regular Decision plan. They are requested to identify themselves as Accelerating Candidates in their correspondence with the Board of Admission. Accelerating applicants are required to have an interview, preferably at the College. Accelerating Candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the same procedures for the Regular Decision plan.

Deferred Entrance

Some students who apply successfully to Wellesley may then desire to defer their entrance to the first-year class for one year. If so, they should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

International & Transfer Students

Through the years Wellesley has sought and benefited from a large body of international students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them achieve specific goals. For international and transfer students there are some additional and different application procedures and deadlines.

International Students

All international students from overseas secondary schools or universities outside of the United States apply for admission through the International Student Board of Admission and complete the Application Form for Applicants Currently Studying Abroad. This includes U.S. citizens who have been educated in a school system abroad.

Admission is considered for September entrance only. The application and all required credentials must be received by January 15 of the year in which the student plans to enter. The application form should be returned with a nonrefundable registration fee of $50 drawn on a U.S. bank, or a fee waiver request from the secondary school.

Financial aid is available for only a limited number of international citizens. Therefore, admission is highly competitive for students who apply for financial assistance. Wellesley's established policy is to accept only those international students for whom we can provide the necessary financial support.

The College Board or the ACT entrance examinations and the TOEFL (Test of English as a Foreign Language) are required of all international students in addition to their own national examinations. The TOEFL is not required if English is the candidate's first language. The official ACT or the official SAT-I: Reasoning Test and SAT-II: Subject Tests score reports must be forwarded directly to Wellesley College by the College Board, using Wellesley's Code Number 3957 on the College Board registration form. If the ACT or the SAT-I and SAT-II Tests are not administered in an applicant's country, they may take only the TOEFL.

Interested students are encouraged to initiate the application process one full year in advance of the planned entrance date. To obtain the International Students information brochure and the application form, please write to the Board of Admission. Letters of inquiry should include the student's country of citizenship, present school, academic level, and the year of planned college entrance. Our fax number is (617) 283-3678.

International Students Applying from U.S. High Schools

Citizens of other countries who are currently in secondary school in the United States before entering college apply through the regular admission program. International citizens applying through the regular admission program who also wish to apply for the limited financial aid funds are eligible to apply only under the Regular Decision plan (January 15 deadline).

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. The Scholastic Aptitude Test or the SAT-I: Reasoning Test is required of transfer applicants, as well as an interview. Students wishing to transfer into Wellesley should apply by February 10 for entrance in the fall semester, and by November 15 for entrance in the spring semester. Applications may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The application forms should be returned with a nonrefundable registration fee of $50 or a fee waiver request authorized by a financial aid officer or college dean.

The College will accept for transfer credit only those courses that are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed outside of the United States will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College, so ordinarily only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours, and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses taken independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution and writing requirements, which must be fulfilled for graduation. These requirements are described on pp. 54–60. Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT.

Continuing Education

Wellesley College offers two programs for students beyond traditional college age. They are the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women who wish to work toward the Bachelor of Arts degree. The Postbaccalaureate Study Program is available for men and women who already have a bachelor's degree and seek nondegree course work. Students enroll in the same courses as the traditional-age undergraduates and may enroll on a part-time or full-time basis.

Elisabeth Kaiser Davis Degree Program

Candidates for the Davis Degree Program are women, usually over the age of 24, whose education has been interrupted for at least two years or whose life experience makes enrollment through the Davis Degree Program the logical avenue of admission to Wellesley College. At least 16 of the 32 units required for the B.A. degree must be completed at Wellesley. These students, known as Davis Scholars, must meet all the degree requirements of the College. There is no time limitation for completion of the degree, and students may take just one or two courses a term or a full course load. The flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. A small number of Davis Scholars live on campus, and they carry a full academic course load. Some women live in small dormitories especially reserved for Davis Scholars, while others room in larger dormitories, integrated with students of traditional college age.

The College will accept for transfer credit only those courses that are comparable to courses offered in the liberal arts curriculum at Wellesley, and for which a grade of C or better was earned. Course work presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, and the degree requirements of the institution. All information should be sent with the application for admission.

Postbaccalaureate Study Program

Candidates for the Postbaccalaureate Study Program are men and women who already have a bachelor's degree and wish to do further undergraduate work for a specific purpose. Students take courses to prepare for graduate school, enrich their personal lives, or make a career change. The Premedical Study program is a popular choice. A degree is not offered.

Admission

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study Program may be obtained from the Board of Admission. Official transcripts, an essay, and letters of recommendation must be submitted before a candidate is considered for admission. A personal interview is also required. The Board of Admission looks for evidence, such as work, volunteer experience, and especially recent course work, that demonstrates a candidate's intellectual ability and initiative.

All applications should be submitted as early as possible, and must be accompanied by a nonrefundable application fee of $50. Applications for the Elisabeth Kaiser Davis Degree Program are considered once a year for fall semester entrance only. The application deadline is February 15 for admission in the fall of 1998. The deadline for international applicants is January 15. The application deadlines for postbaccalaureate applicants are November 15 for spring semester admission and March 1 for fall semester admission.

Costs, Fees & Expenses

Costs

Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances. The amount and kind of financial aid is determined solely by financial eligibility criteria.

Fees & Expenses

At Wellesley the Comprehensive Fee represents approximately 55% of the educational cost to the College for each student. The rest is provided from gifts and income earned on endowment.

The Comprehensive Fee for 1997–98 resident students is $28,330. There is an additional fee of $690 for students who purchase Student Accident and Sickness Insurance. The breakdown is as follows:

	Resident Students	Off-Campus Students
Tuition	$21,254	$21,254
Room	3,400	N/A
Board	3,270	N/A
Student activity fee	136	136
Facilities fee	270	270
Comprehensive Fee	$28,330	$21,660
Student Accident and Sickness Insurance	690	690

All resident students must have a meal plan. Students who live in cooperative housing and choose a Co-op Meal Plan pay the College a $400 kitchen usage fee instead of board.

Student Activity Fee

The student activity fee is administered by the student College Government. It provides resources from which organizations can plan and implement extracurricular activities.

Facilities Fee

The facilities fee is a usage charge for the computer facilities and the Nannerl Overholser Keohane Sports Center.

Student Health and Insurance Program

Information about the Wellesley College Health Service and the Student Accident and Sickness Insurance Program is sent with each student's bill in July. All students enrolled at Wellesley College may see a doctor, a nurse practitioner, or a nurse at the Health Service without charge. However, charges are incurred for certain procedures, treatments, and laboratory tests. The Student Accident and Sickness Insurance Program covers most of these charges and all inpatient charges in the College Infirmary. The Insurance Program also covers medical care received away from Wellesley, to the extent described in the Insurance Brochure. Enrollment extends through August; see brochure for specific dates and details. All eligible students are enrolled and charged for insurance during the summer (December for students on leave for fall). The Bursar will cancel the insurance and charge only if (1) a student becomes ineligible or (2) the Bursar receives by August 1 for the following year (or January 1 for spring) a signed waiver card certifying the student's coverage under an equivalent policy. An optional Catastrophe Benefit Program is also available. Wellesley College does not assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. The College carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education, Recreation and Athletics.

Special Fees and Expenses

These include, but are not limited to, the following: a fee for each course taken for credit in excess of five in any semester (waived for 1997–98); certain special course fees, e.g., the cost of instrumental and vocal lessons (see p. 234); the cost of materials for some art courses.

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for resident sophomores, juniors, and seniors is currently $75 for each semester or $135 for the year; and for off-campus students $60 for the semester or $100 for the year.

All fees, with the exception of tuition, room, and board, are subject to change without notice.

Personal Expenses

In addition to the fees above, a student should count on approximately $1,600 for books, supplies, and personal expenses. Some students spend more and a few spend less.

General Deposit

A General Deposit of $275, paid by each entering student, is not part of the College fee. The deposit is refunded subsequent to graduation or withdrawal after deducting any unpaid charges or fees.

Refund Policy

Refunds will be made for withdrawal or leave of absence prior to the ninth week of the semester. The Comprehensive Fee will be prorated on a calendar week basis; $275 will be assessed to cover administrative costs. No refunds will be made for withdrawal or leave of absence after the eighth week; however, a student who withdraws during her first semester may receive a refund through the tenth week. The date of withdrawal shall be the date on which the student notifies her Class Dean of withdrawal in writing, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans will be refunded to the grantor or lender.

Continuing Education Fees and Refunds

Tuition for an off-campus Davis Scholar or postbaccalaureate student is $2,657 per semester course. Students taking four to six courses a semester pay $10,627 per semester. A $17 per course student activity fee with a maximum of $68 per semester, and a $34 per course facilities fee with a maximum of $135 per semester will also be charged.

An off-campus Davis Scholar or postbaccalaureate student who withdraws from a course will receive the following: a full refund for withdrawal from courses during the add/drop period; thereafter, charges will be prorated on a calendar week basis until the eighth week of classes. To cover administrative costs, $275 will be assessed upon withdrawal or leave of absence. If a student returns to Wellesley from leave, the $275 will be credited toward charges for the following term. No refunds will be made for withdrawal after the eighth week. However, a student who withdraws during her first semester may receive a refund through the tenth week.The date of withdrawal shall be the date on which the student notifies the Dean of Continuing Education of withdrawal in writing, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans will be refunded to the grantor or lender.

Other fees and refunds for resident Davis Scholars are identical to the fees and refunds for other students. All students in the Davis Degree or Postbaccalaureate Study programs are also responsible for paying the General Deposit.

High School Student Fees and Refunds

High school students taking courses at Wellesley pay $2,657 per semester course; for refunds, charges are prorated on a calendar week basis until the eighth week. High school students also pay the General Deposit.

Payment Plans

Wellesley offers three payment plans to meet varied needs for budgeting education expenses: the traditional Semester Payment Plan, a Ten-Month Payment Plan, and a four-year Prepaid Tuition Stabilization Plan. See Summary of Payment Plans and Financing Options.

All fees must be paid in accordance with one of these approved payment plans before the student may register or receive credit for courses or obtain grade transcripts. All financial obligations to the

College must be met before a diploma may be awarded. Fees for late payment and interest may be charged on delinquent accounts.

It is the student's responsibility to ensure that loans, grants, and other payments are sent to the College by the plan due dates.

Semester Payment Plan

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is paid to the College by August 1 for the fall semester and by January 1 for the spring semester. This plan is generally used by families who are paying college expenses from savings or who have access to loans at favorable terms. See Summary of Payment Plans and Financing Options.

Ten-Month Payment Plan

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is budgeted over five payments. The payments are due on the 25th day of every month, May 25 to September 25 for the fall semester and October 25 to February 25 for the spring semester. A per-semester fee of up to $125 covers administrative costs.

The Ten-Month Plan was established for families who pay from current family earnings. Families who deposit money into their own savings account will have funds available for August 1 and January 1 payment to Wellesley without the additional administrative expense. The College cannot extend the payment period of the Ten-Month Plan.

Prepaid Tuition Stabilization Plan (PTSP)

This program provides a written contract guaranteeing that the cost of tuition will remain the same for each of four consecutive years at Wellesley College, provided the student pays by June 30 an amount equal to four times the first year's tuition cost. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program only stabilizes the cost of tuition at Wellesley College; all other charges such as room and board will be billed at the rate for the applicable year, as will tuition for any exchange program or other college at which the student enrolls.

Payment for Students Receiving Financial Aid, Scholarships or Loans

Grants and loans are generally applied equally against charges for each semester. The remaining balance must be paid in accordance with one of the approved plans. A student on financial aid who has difficulty meeting the payment schedule or whose loans or grants will not arrive by the third week of classes should consult the Financial Aid Office and her Student Account Coordinator in the Bursar's Office.

Financing Options

To finance the Wellesley Payment Plans, several options are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Office of the Bursar and the Office of Financial Aid and are included in brochures mailed each spring. To compare the various plans see the Summary of Payment Plans and Financing Options. A brief description of each follows.

Federal Parent Loan for Undergraduate Students (PLUS)

Under this federally guaranteed loan program, parents may borrow the cost of education, less financial aid and other education grants or loans, from participating banks. The applicant and student must be permanent U.S. residents or citizens.

Monthly repayment begins immediately after the loan is received; however, repayment of the loan principal and, under certain conditions, interest, may be deferred while the borrower is a full-time student or experiencing economic hardship.

Key Education Resources Achiever Loan

This plan, offered to all parents and independent students by Key Education Resources, aids budgeting. It fixes a monthly repayment amount, for the 15-year period beginning with the student's first year, of $362 for each $10,000 that will be borrowed annually ($40,000 total). Other repayment options permit interest-only payments, while the student is in college, of $83 per month for each $10,000 borrowed, with monthly payments of $510 after 4 years ($40,000 loan). Life and disability insurance and a home equity option may also be available.

MassPlan

This joint loan program of the Massachusetts Educational Financing Authority and Wellesley College provides low interest rate loans and convenient repayment. The full cost of education or tuition stabilization may be borrowed and a home equity option is available in most states. MassPlan repayment is as low as $98 per month for 15 years for each $10,000 borrowed ($392 for $40,000).

Federal Unsubsidized Stafford Loan

Under this federally guaranteed loan program, a student who has costs of education not met by financial aid and who is not eligible (based on federal rules for determining financial need) to borrow up to federal maximums under the Federal Subsidized Stafford Loan Program, may borrow the difference between her subsidized Stafford Loan (if any) and the Unsubsidized Stafford program limits.

An independent student or a dependent student whose parent does not qualify for a Federal PLUS may also borrow up to additional federal maximums if she has costs of education not met by financial aid and she has already borrowed her basic Federal Stafford Loan maximum.

Interest starts to accrue immediately, but repayment may be deferred while the student is enrolled or is experiencing economic hardship.

Other Financing

The loan programs described above were selected by Wellesley College from a variety of available alternatives. In addition, many credit unions, banks, and other financial institutions offer trust, investment, and loan programs. Life insurance policies and pension and other union, employer, or employee savings programs may provide loans with specific advantages. Some parents or other relatives or friends may apply for a loan with the understanding that the student will assume responsibility for repayment. Many Wellesley students earn a significant portion of their tuition through vacation and term-time employment. The staff in the Office of the Bursar and the Financial Aid Office are available to discuss possible avenues of financing with all students and their families, whether or not the students have been awarded financial aid or scholarships.

Summary of Payment Plans and Financing Options 1997–98*

Payment Plans

	Eligibility	Annual Maximum	Payments Per Year	Years to Complete Payments
Semester Payment Plan	All families	Comprehensive Fee ($28,330 for residents)	2	4
Ten-Month Payment Plan**	All families	Comprehensive Fee ($28,330 for residents)	10	4
Prepaid Tuition Stabilization Plan (PTSP)***	All families	$85,016 first year only	1 in first year only for tuition; 2 or 10 for other fees	1 4

Financing Options (not based on eligibility for financial aid)

Federal Parent Loan for Undergraduate Students (PLUS)****	Parents or guardians of students enrolled at least half-time	Total cost of attendance less grants or other loans	12	5 for first loan; 25 with multiple loans
Federal Unsubsidized Stafford Loan****	Students enrolled half-time who are not eligible for the maximum subsidized Stafford Loan	$2,625 in first year; $3,500 in sophomore year; $5,500 in junior and senior year; $23,000 undergraduate total	12	5–25 years (with consolidation)
MassPlan	Families of all students enrolled at least half-time	Total cost of attendance less grants and other loans	12	15 for fixed rate loan; 10 for variable rate loan
Key Education Resources Achiever Loan	All families and self-supporting students	Total expense of education	12	15

* Information on these pages pertains to fees, rates, and terms as of 4/30/97. All programs are evaluated yearly. Admitted students and their families received current information on the options in the spring prior to their September enrollment.

** To determine your monthly payment, subtract any anticipated education loans or grants from your Comprehensive Fee to calculate your "Amount Budgeted" for the table to the right.

*** Applies to tuition only; remaining Comprehensive Fee paid on Semester Payment Plan or Ten-Month Payment Plan each year.

**** Must be U.S. citizen or resident.

Note: Comprehensive Fee includes cost of tuition, room, board, and facilities and activity fees.

This is a general summary. Specific details and exceptions are available upon request.

Payments Due	Annual Interest Rate	Service Fees	Insurance	Credit Check
August 1 January 2	None	None	None	None
Monthly; May 25–Feb. 25	None	$50–250**	None	None
Entire $85,016 June 30, 1997	None	None	None	None
Monthly; some deferments available	8.98% variable, 9% maximum	4% of loan amount	Yes	Required
Monthly; some deferments available	8.25% variable, 8.25% maximum	4% of loan amount	Yes	None
Monthly	7.50% fixed rate loan; 6.55% variable; Home Equity Option	3.75% of loan amount	Optional	Required
Monthly; interest only option also available	As low as 8.98%	3%–4% of loan	Optional	Required

Amount Budgeted	Administrative Fee	Monthly Payment	Total Payment
$19,000–28,330	$250	$1,925–2,858	$19,250–28,580
14,000–18,999	200	1,420–1,920	14,200–19,199
9,000–13,999	150	915–1,415	9,150–14,149
4,000– 8,999	100	410– 910	4,100– 9,099
1,000– 3,999	50	105– 405	1,050– 4,049

Financial Aid

The Wellesley College financial aid program opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering first-year student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard to financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid the student requires. Over 50 percent of all Wellesley students receive financial aid, based on need, from the College.

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available.

Determination of the amount of aid begins with the examination of family financial resources. Using both federal and institutional methodologies, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. Each year, the Financial Aid Committee determines a standard amount expected from the student's summer and vacation earnings. The total of the parents' and the student's contributions is then subtracted from the student's budget, which is composed of the College fees, a $1,600 book and personal allowance, and an allowance toward travel from her home area to Wellesley. The remainder equals the financial need of the student and is offered in aid while funds are sufficient. The financial aid is "packaged" in a combination of three types of aid: work, loan, and grant. The Financial Aid Committee sets yearly amounts of academic year work and loan.

Work

Generally, a portion of a student's financial aid is met through a job on or off campus, usually as part of the federal work study program. Students are expected to devote no more than ten hours a week to their jobs. For 1997–98, first-year students are expected to earn $1,800; sophomores, $1,900; juniors and seniors, $2,000. The Student Employment Office manages placement and pay rates for on-campus opportunities, both for financial aid students and those not qualifying for aid. It also maintains listings of off-campus opportunities.

Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in museums, laboratories, research institutions, and community offices.

Loans

The next portion of a student's financial aid is met through low-interest loans. The 1997–98 amounts are $3,700 for first-year students, $4,400 for sophomores, $5,500 for juniors, and $5,800 for seniors. There are several kinds of loans available with different interest rates and terms of repayment. The suggested loan amount and loan program are specified in the aid offer.

Repayment of Loans from the College

A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Early in the school year, the student is expected to attend a loan entrance interview. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her rights and responsibilities regarding the loan and will be given a repayment schedule.

In order to be eligible for aid from Wellesley, transfer students cannot be in default on prior education loans. Wellesley will not offer any federal, state, or institutional aid to students in default on prior education loans.

Grants

The remaining portion of the student need is awarded in grants by the College from its own resources, from the federal government through the Federal Supplemental Educational Opportunity Grant and Pell Grant Programs, or from outside agencies.

Students who are eligible for other grants are required to apply. If the student does not apply, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.

Academic Requirements for Financial Aid

Evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid is reviewed on a yearly basis. Students must make satisfactory progress toward the degree and maintain a C average. No credit is associated with course incompletion, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.

Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to ten semesters for a full-time student or up to 14 semesters for a part-time student. A student may request financial aid for semesters beyond the usual eight if the Academic Review Board has approved the extension.

Town Tuition Grants

Wellesley College offers ten Town Tuition Grants to residents of the town of Wellesley who qualify for admission and who meet the town's residency requirements. These students may live at home or on campus. Those who choose to live on campus may apply to the College for additional financial aid, and their applications will be reviewed in relation to the same financial aid considerations presently applicable to all Wellesley students.

ROTC Scholarships

ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). Students, however, may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471.

Financial Aid for Transfer Students

Financial aid funds are available to assist a limited number of transfer students. If funds are available, those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at Wellesley. It is possible, however, that she may receive work study or a student loan.

Financial Aid for International Students

A limited amount of financial aid is available for international students. If an international student enters without aid, she will not be eligible for it in future years.

Financial Aid for Davis Scholars

Financial aid is offered to students who are in the Elisabeth Kaiser Davis Degree Program. Davis Scholars receive work and loan as the first components of the aid package, with grant meeting remaining need. The cost of education will vary for Davis Scholars living off campus in accordance with the number of courses for which they are enrolled. Financial Aid is not available for off-campus rent, utilities, or groceries.

Wellesley Students' Aid Society

The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to providing funds for grants and long-term tuition loans, the organization also serves as a resource for short-term emergency loans and other student services.

Assistance for Families Not Eligible for Aid

Wellesley has special concern for middle- and upper-income families who find it difficult to finance their daughter's education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid.

If those families do not qualify for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus. The College will furnish information and advice on obtaining student and parent loans. Three payment programs are offered by the College: a Semester Plan, a Ten-Month Plan, and a Prepaid Tuition Stabilization Plan. A number of financing options are available. They are described under Payments Plans.

For Further Information

Detailed information on all the material summarized here is described in Wellesley's brochure Financing Your Education. This brochure is sent to prospective students with the admission application. Each spring updated information is available on the payment and loan programs from the Office of the Bursar.

Applying for Financial Aid

Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service (Profile), the Free Application for Federal Student Assistance (FAFSA), and signed copies of all pages and schedules of both the parents' and the student's most recent federal income tax returns. Additional documents are required if parents are separated/divorced or self-employed.

In reviewing resources from parents, the College considers information from both parents even if they are separated or divorced. Students entering Wellesley through the regular Board of Admission are expected to furnish parent information in their initial year and all remaining years. Students entering through the Davis Degree Program who satisfy federal guidelines for self-supporting students are exempt from this requirement.

Application Form

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, 106 Central Street, Wellesley, MA 02181-8292, by November 1 for Early Decision applicants, January 15 for Regular Decision applicants and fall semester Transfer applicants, and November 15 for spring semester Transfer applicants.

FAFSA/CSS Profile

The FAFSA will be available from high school guidance offices for new students and from Wellesley College for returning students. Information about registration for the CSS Financial Aid Profile will be available from the guidance office for entering students and from Wellesley for returning students. Applicants should plan to register two weeks before the form is due to allow sufficient time for CSS to process the registration and for families to complete the Profile.

The Profile must be filed by February 1 for Regular Decision applicants and fall semester Transfer applicants, and by November 15 for spring semester Transfer applicants. Early Decision applicants must file the CSS Profile by November 15. All applicants, Regular Decision and Early Decision, should file for the FAFSA by February 1.

Graduate Fellowships

Wellesley College offers a number of fellowships for graduate study that are open to graduating seniors and graduates of Wellesley. Two of these fellowships are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously. Awards will be based on merit and need. Please note that these fellowships are for study at institutions other than Wellesley College.

For Wellesley College Graduating Seniors

Susan Rappaport Knafel '52 Traveling Fellowship awarded to a member of the graduating class who displays an interest in and an acceptance of others, and who displays the ethos of a Wellesley education. The fellowship will fund a year of travel abroad, with the requirement that the recipient not remain in the same area for more than two months.

Susan Rappaport Knafel '52 Scholarship for Foreign Study awarded to a member of the graduating class who displays a desire to learn and an ability to impart knowledge and judgment to others. The scholarship will fund a year of study in a foreign academy to pursue a specific subject that requires contact with foreign scholars, libraries, or other resources.

Trustee Scholarships are awarded on a competitive basis to graduating seniors who are currently applying to graduate school. The title Trustee Scholar is honorary; in cases of financial need, stipends may be awarded.

For Graduates of Wellesley College

Anne Louise Barrett Fellowship preferably in music and primarily for study or research in musical theory, composition, or the history of music, abroad or in the United States. Stipend: Up to $3,000

Margaret Freeman Bowers Fellowship for the first year of study in the fields of social work, law, or public policy/public administration, including MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Stipend: Up to $1,500

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography. Stipend: Up to $1,000

Ruth Ingersoll Goldmark Fellowship for study in English literature, English composition, or the Classics. Stipend: Up to $1,000

Horton-Hallowell Fellowship for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree or its equivalent, or for private research of equivalent standard. Stipend: Up to $4,000

Peggy Howard Fellowship in Economics to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty, who may name one or two recipients depending on the income available.

Thomas Jefferson Fellowship for advanced study in history. Stipend: Up to $4,000

Edna V. Moffett Fellowship for a young alumna, preferably for the first year of graduate study in history. Stipend: Up to $2,500

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at time of her appointment and unmarried throughout the whole of her tenure. Stipend: Up to $10,000

Vida Dutton Scudder Fellowship for study in the field of social science, political science, or literature. Stipend: Up to $2,000

Harriet A. Shaw Fellowship for study or research in music, art, or allied subjects, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Stipend: Up to $3,000

Mary Elvira Stevens Traveling Fellowship offers unique support for a year of travel or study outside the United States, with the general plan approved in advance by the Fellowship Committee. This fellowship is available to Wellesley graduates at least 25 years of age on December 31 of the year in which the application is made. Candidates seeking to explore nonacademic fields are encouraged to apply. Stipend: up to $20,000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable. Stipend: Up to $24,000

Fanny Bullock Workman Fellowship for graduate study in any field. Stipend: Up to $3,000

For Women Graduates of Any American Institution

Mary McEwen Schimke Scholarship, a supplemental award for the purpose of affording relief from household and child care expenses while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies. Stipend: Up to $1,000

M.A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry. Stipend: Up to $3,500

Instructions for Applying for Fellowships Listed Above

See information on the Mary Elvira Stevens and the Peggy Howard Fellowships. Applications for the other fellowships may be obtained from the Secretary to the Committee on Graduate Fellowships, Center for Work and Service, Wellesley College, 106 Central Street, Wellesley, MA 02181-8200. Applications and supporting materials submitted by mail must be postmarked no later than December 16, 1997. If hand-delivered, the application must be received in the Center for Work and Service no later than December 15, 1997.

Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, 106 Central Street, Wellesley, MA 02181-8260. Applications and supporting materials should be returned to the same address in early April.

Application forms for the Mary Elvira Stevens Fellowship may be obtained from the Alumnae Office, Wellesley College, 106 Central Street, Wellesley, MA 02181-8201. The applications and supporting materials should be returned to the same address by December 15, 1997.

The Academic Program

The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye, and enlarge the capacity for free, independent, and discriminating choice.

On-line Course Information

Students may access Wellesley College course information and class schedules through the Internet via the Campus-Wide Information System: http://www.wellesley.edu/

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work with a C average or better. With some exceptions, described below, each semester course is assigned one unit of credit. Beginning in the fall of 1993, specific courses, designated by their departments and approved by the Committee on Curriculum and Instruction, are assigned 1.25 units of credit. To be eligible for 1.25 units of credit, a course must meet for 300 minutes or more per week and involve, in addition, substantial time spent on course-related work outside scheduled class meetings. Beginning in the fall of 1996, departments may request permission from the Committee on Curriculum and Instruction to offer courses for 0.5 units of credit. A student may earn no more than 2 units toward the degree as the result of the accumulation of fractional units through 1.25 unit courses taken at Wellesley; the same 2-unit limit applies to the accumulation of fractional units through 0.5 unit courses. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. The average course load is four courses per semester. First-year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified as Grades I, II, and III. Introductory courses are numbered 100–199 (Grade I); intermediate courses, 200–299 (Grade II); advanced courses, 300–399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. At least two units of Grade III work must be taken in a student's last two years. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.

Distribution Requirements for Students Entering in Fall 1997

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. However, to ensure that students gain insight and awareness in areas outside their major fields, the College requires that they elect nine units drawn from eight substantive and skill-based categories as part of the 32 units required for graduation. (Courses numbered 250/350, Research or Individual Study, or 360/370, Honors Research, do not satisfy this requirement.) Students who enter as first-year students must take six of these nine units at Wellesley. Transfer students and Davis Scholars who enter with eight units prior to Wellesley must take at least three units at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or use their prior units.

Courses assigned to two distribution areas may not be used to fulfill two distribution requirements. This limitation does not apply to overlay requirements (the writing requirement, the multicultural requirement, and the quantitative reasoning requirement, described on pp. 59–60).

Students must complete three units drawn from the following two distribution areas. At least one unit must come from each of these two areas:

Language and Literature

Language and Literature. Courses in this group focus on: (1) the history, critical analysis, theory, and/or creation of literature, and (2) increasing mastery of the grammar, usage, and cultural context of languages studied beyond the elementary level. Courses in creative writing also fulfill this requirement.

Normally, only one course fulfilling the language requirement in a given department will be designated as satisfying the distribution requirement in Language and Literature. Courses in language instruction at the 100-level may not be used to satisfy this distribution requirement.

Visual Arts, Music, Theatre, Film, and Video

Visual Arts, Music, Theatre, Film, and Video. Courses in this area focus on: (1) the history, critical analysis, and/or theory of the visual and performing arts, and (2) practice in the creation and performance of these arts.

Students must complete three units drawn from the following four distribution areas. One unit must come from the Social and Behavioral Analysis category; the two additional units must come from two of the three other categories:

Social and Behavioral Analysis

Social and Behavioral Analysis. Courses fulfilling this requirement introduce students to different theoretical and methodological approaches to the study of human societies and behaviors. These courses examine how individuals interact with and are influenced by social groups and institutions, including those associated with politics, economics, religion, family, health, education, and the arts; how and why particular forms of social organization emerge within groups or societies; and the nature of social change and conflict.

Epistemology and Cognition

Epistemology and Cognition. Courses in this area examine the nature, sources, and limits of human knowledge. Some of these courses consider the standards for justifying knowledge about human beings and the world in which they live, as well as philosophical debates, both contemporary and historical, about the nature of such standards. Other courses explore aspects of intelligence—among them language, memory, perception, and learning and the cognitive, computational, and neural processes that underlie them.

Religion, Ethics, and Moral Philosophy

Religion, Ethics, and Moral Philosophy. Courses meeting this requirement engage students in disciplined reflection on human conduct, the nature of values, the traditions of thought that have informed these values, and the religious traditions of the world. These courses will help students understand moral and political theory, ethical issues, and the role of religion in human life and society.

Historical Studies

Historical Studies. Courses in this area develop students' understanding of history in one, or both, of two ways: (1) by illuminating the distinctiveness of one or another part of the past, with the goal of bringing students to an appreciation of political, social, economic, or cultural configurations different from their own, and (2) by exploring the processes of historical change, through which one configuration of institutions, ideas, and behaviors is replaced by another.

Students must complete three units from the following two distribution areas. At least one unit must come from each of these two areas, and at least one unit must be a laboratory unit:

Natural and Physical Science

Natural and Physical Science. This requirement is designed to give students a basic knowledge of the capabilities and limitations of the scientific method of inquiry. Courses in this area focus on understanding scientific concepts and emphasize the methods used to gather, interpret, and evaluate scientific data.

Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics and Computer Science

Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics and Computer Science. Courses in this group help students develop skills needed: (1) to formulate, understand, and analyze mathematical models of natural phenomena, and/or (2) to formulate and solve complex problems requiring a logical progression through multiple mathematical or computational steps.

Distribution Requirements for Students Entering Prior to Fall 1997

Students entering Wellesley prior to the fall of 1997 satisfy distribution requirements by electing nine units (three in each of three academic areas) as follows:

GROUP A
Literature, Foreign Languages, Art, and Music

Three units chosen from courses in Art, Chinese, English, French, German, Greek and Latin, Hebrew, Italian, Japanese, Music, Russian, Spanish, Theatre Studies, from courses designated as Group A in Africana Studies, Classical Civilization, and Women's Studies, and from those extradepartmental courses that are designated as fulfilling the requirement in Group A.

GROUP B
Social Science, Religion, Philosophy, and Education

In Group B a student must complete one unit from Group B^1, one unit from Group B^2, and a third unit from either B^1 or B^2.

Group B^1
One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses designated as B^1 in Africana Studies, Education, Classical Civilization, and Women's Studies.

Group B^2
One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses designated as Group B^2 in Africana Studies, Education, and Women's Studies.

GROUP C Science and Mathematics

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics (except Math 103), Physics, and certain courses in Technology Studies designated as fulfilling the Group C requirement. Courses that include "with Laboratory" in the title fulfill the Group C laboratory requirement.

Foreign Language Requirement

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Board. Wellesley requires a score of 650 or better on the SAT-II: Subject Test, or a score of at least 3 on the Advanced Placement Examination (AP) to fulfill the foreign language requirement. (A score of 3 on the AP exam does not give college credit, however.) This requirement can also be met by the completion of two units of language study at the second-year college level or one unit of language study above the second-year college level. *Note:* A score of 610 or better on the College Board Achievement Test taken before April 1995 fulfills the foreign language requirement.

Second-Year College Level Courses (beginning in 1992–93)

Chinese:	201 (1–2), 251 (1), 252 (2)
French:	201–202 (1–2) or 203–204 (1–2)
German:	201–202 (1–2) or 211–212 (1–2)
Greek:	201 (1), 202 (2) or Religion 298 (2)
Hebrew:	(see Religion Department), Hebrew 201–202 beginning in 1995–96
Italian:	201 (1), 202 (2)
Japanese:	201–202 (1–2)
Latin:	201 (1), 202 (2)
Russian:	201–202 (1–2)
Spanish:	201–202 (1–2)

Students may earn credit for introductory courses in no more than two modern foreign languages. Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. Students interested in Arabic should refer to the section on the cooperative program with Brandeis on p. 71. A student whose native language is not English and who has studied that language and its literature through high school will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

Writing Requirement

Each entering student is required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Transfer students and Davis Scholars who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125 course or English 200. Students are expected to use acceptable standards of spoken and written English in their college work.

Multicultural Requirement

All students must complete one unit of course work that focuses on (1) African, Asian, Middle Eastern, Caribbean, Latin American, Native American, or Pacific Island peoples, cultures, or societies; and/or (2) a minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical ability; and/or (3) the processes of racism, social or ethnic bias, or cross-cultural interaction. Each student, in consultation with her first-year advisor, her departmental major or minor advisor, or her class dean, will choose a course to meet this requirement. She will explain her choice in a written statement to be submitted to and signed by the advisor or dean with whom she has consulted.

The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement.

Quantitative Reasoning Requirement for Students Entering in Fall 1997

The ability to think clearly and critically about quantitative topics is fundamental to effective citizenship in the modern world. In addition, mathematical reasoning is important in a wide range of disciplines. The College wants to ensure that mathematics does not serve as a barrier or disincentive to those students who might otherwise be interested in courses or careers that require basic quantitative reasoning skills. To this end, Wellesley has established a quantitative reasoning requirement that, effective with students entering in the fall of 1997, must be satisfied by all students.

The quantitative reasoning requirement consists of two parts: a basic skills component and an overlay course component. The basic skills component of the requirement is intended to help students gain the math skills they need for courses with a quantitative focus. These skills include some facility with arithmetic and basic algebra, reading and preparing graphs, as well as the ability to draw conclusions about the world based on quantitative information. To help identify those students in need of these skills, all entering students, including Davis Scholars and transfer students, will be required to take the Quantitative Reasoning Assessment. The Quantitative Reasoning Assessment is a math test that will help identify areas where students need to strengthen their math skills. Students who do not pass the Quantitative Reasoning Assessment will be required to enroll in a 0.5 unit basic skills course focusing on mathematical topics in the context of real-world applications.

The second part of the quantitative reasoning requirement, the overlay course component, is designed to engage students in the analysis and interpretation of data in a scientific or social context and to provide an understanding of the statistics used in everyday life. This part of the quantitative reasoning requirement is satisfied by successfully completing a course designated as appropriate by the Committee on Curriculum and Instruction. This course may also be used to satisfy a distribution requirement.

The Major

Students may choose from among 31 departmental majors and 20 interdepartmental majors—American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive Science, Comparative Literature, French Cultural Studies, German Studies, International Relations, Italian Culture, Japanese Studies, Jewish Studies, Language Studies, Latin American Studies, Medieval/Renaissance Studies, Peace and Justice Studies, Psychobiology, and Russian Area Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major. Many departments require more than eight courses, and Directions for Election of the major vary. (See departmental listings for specific requirements.) While a student must complete one major, she may choose to complete two majors or a major and a minor. No single course may be counted toward two majors or toward both a major and a minor.

Students who are interested in an individual major should submit a plan of study to two faculty members from different departments. The plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject that crosses conventional departmental lines. Examples of possible area studies include Africana Studies and Middle Eastern Studies; of periods, the Middle Ages or the Renaissance; of subjects, Environmental Science. A model for the way an individual major might be constructed is provided in the Theatre Studies listing under Courses of Instruction.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chair of the major department, the director of the interdepartmental major, or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction.

Other Requirements

In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect 18 units outside any one department. Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters.

In addition, all students must complete the physical education requirement described on p. 245 for which no academic credit is given.

Additional Academic Programs

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of Individual Study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. Students may do no more than two units of Individual Study in any one department, and those courses may not be used to satisfy distribution requirements. Further conditions for such work are described under the courses numbered 350 (or 250) in departmental listings. For further opportunities for research and individual study see Honors, pp. 73–74.

The Minor

Some departments at Wellesley offer a minor. Normally, a minor consists of at least five courses, with one of them at the Grade III level. Directions for Election of the minor are included in the departmental listings. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar. No student is required to complete a minor.

Preparation for Law School

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors that make up the community in which the legal system functions (a list of courses in legal studies appears on p. 317). These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission.

Preparation for Medical School

Medical, dental, and veterinary medical schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the Health Professions secretary in the Science Center.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require mathematics, in some cases two units of calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT), which are taken approximately 16 months before entering medical or dental school. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

Preparation for Engineering

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley through cross-registration with MIT. Wellesley students can prepare for graduate study in engineering by combining courses in engineering at MIT with their Wellesley science major. Students interested in an undergraduate engineering degree might try to qualify for the Double Degree Program. See p. 70.

Students interested in engineering should take mathematics and physics at Wellesley in their first year, in preparation for MIT courses. Information concerning possible fields, prerequisites, and contact persons at MIT is available through the Office of the Class Deans.

Academic Advising

At Wellesley, academic advising for the first-year and sophomore student is provided by the Class Deans and the faculty. The Class Dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

Starting during Orientation, the faculty serve as mentors about the liberal arts experience, helping first-year students discuss their academic interests, goals, and experiences during their first year at Wellesley and introducing them to areas of the curriculum about which they may lack knowledge. In addition, each first-year student is paired with a faculty mentor, based on her first semester course choices, to ensure that she has an opportunity to explore her individual interests and concerns about the degree.

The advising of juniors and seniors is also shared by the faculty and the Class Deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field and detailed examination of the student's overall program.

The Learning and Teaching Center

The Learning and Teaching Center, located in the Margaret Clapp Library, plays a significant role in supporting the intellectual life of both students and faculty on the Wellesley campus. The mission of the Center is twofold: (1) to help students realize their academic potential and (2) to provide opportunities for faculty members to explore different methods of teaching. Peer tutors are at the heart of the Center's academic services for students. Tutors support students as they build on their academic strengths, overcome difficulties, and develop effective strategies for reading, writing, and thinking. Faculty members participate in programs that enable them to share insights, refine teaching skills, and implement pedagogical innovations.

Academic Policies & Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College's history, responding to changes in student lifestyles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems that interfere with their academic work, they should consult with their Class Deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Learning and Teaching Center.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester the records of those students who are not in good academic standing are examined by the Academic Review Board. The Board will recommend sources of help and may impose conditions for continuing at the College. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

Academic Review Board

The Academic Review Board is the principal body for overseeing each student's academic progress and for granting exceptions to degree requirements and academic policies. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. Chaired by the Dean of Students, the Board is composed of the Class Deans, the Dean of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual students' standing, but they do contribute to discussions of academic policy and of student requests for exceptions to legislation. A student who wishes to submit a petition to the Academic Review Board should do so in consultation with her Class Dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

Credit for Advanced Placement Examinations

Students who have taken Advanced Placement Examinations and who make the scores specified by Wellesley College may receive up to eight units of credit toward the B.A. degree, provided they do not register in college for courses that cover substantially the same material as those for which they have received Advanced Placement credit. One unit of credit will be given for each AP examination to students who have received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for a score of 3 and two units for a score of 4 or 5 on the Mathematics BC examination. For art history and studio art majors a score of 5 is required on the Art History examination for exemption from Art 100. No more than two units will be granted for credit in any one department. AP units may be used toward the distribution requirement within the limitations outlined on pp. 55–60 except that AP science units do not count toward the lab science requirement. Some departments restrict the use of AP credits toward distribution and the major; consult the department or see Directions for Election under the departmental listings. *Note:* The taking of a course deemed equivalent to one for which AP credit has been granted will nullify the AP credit.

Wellesley College may grant credit for the International Baccalaureate (Higher Level) and other 13th-year programs outside the U.S. (e.g., A-levels). For more information, contact the Registrar's Office.

Summer School and Transfer Course Credit After Matriculation

Students who wish to take courses during the summer or while on a leave of absence must get their courses approved for credit toward the Wellesley degree. An approval form, available in the Registrar's Office, must be completed for each course taken outside the Twelve College Exchange Program or outside an approved foreign study program. On this form the Registrar's Office will evaluate the course for the amount of credit, and the department chair for course content. Certain academic departments will not approve outside credit from 2-year colleges after a student has matriculated. See departmental Directions for Election. Students are strongly advised to have their courses evaluated and approved prior to enrolling, otherwise credit is not guaranteed. (A course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.) Credit will be granted only for liberal arts courses taken at an accredited institution. Courses must be taken for a letter grade, and credit will be given only for an approved course in which a grade of C or better is earned. Students must request that an official transcript be sent to the Wellesley College Registrar's Office. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

Approved courses may be used toward the distribution requirement within the limitations outlined on pp. 55–60. Students must earn the equivalent of three full Wellesley units (12 semester-hours or 18 quarter-hours) in each distribution group. First-year students must fulfill the writing requirement by completing Writing 125.

Limitations on the Amount of Outside Credit Used Toward the Degree

Of the 32 units required for the B.A. degree, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight), courses taken at another institution during the summer (no more than four), courses at another institution not taken during the summer (no more than eight), college and university credit earned prior to graduation from secondary school and not included in the units of secondary school work presented for admission (no more than two). All students, including transfer students and Davis Scholars who entered in January 1988 and thereafter, must complete 16 units at Wellesley. There are limits on the number of outside credits that can be used to fulfill the distribution requirement. See pp. 55–60.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, except Writing 125, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 or 5 on the AP tests or passing a special exemption examination. Permission for the exemption examination must be obtained from the chair of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

Grading System

Wellesley uses the following letter grade system:

Grade A (4.00) is given to students who meet with conspicuous excellence every demand that can fairly be made by the course.

Grade A– (3.67)
Grade B+ (3.33)

Grade B (3.00) is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some, of the following: organization, accuracy, originality, understanding, insight.

Grade B– (2.67)
Grade C+ (2.33)

Grade C (2.00) is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

Grade C– (1.67)

Grade D (1.00) is a passing grade. There is no grade of D+ or D–.

Grade F (0.00)

Students also have the option of electing courses on a credit/noncredit basis. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit (R) is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned (NR), the course does not appear on the student's permanent record except that the units are included in the total number of units attempted.

Students may take an unlimited number of courses on a credit/noncredit basis. In order to remain eligible for Academic Distinction at Commencement, however, a student may not exceed certain limits in the number of credit/noncredit courses she takes. Students who begin their degrees as first-year students at Wellesley may take no more than one-quarter of their Wellesley and MIT courses after the first year on a credit/noncredit basis. For students who begin their degrees somewhere other than at Wellesley (that is, for transfer students and Davis Scholars), the number of credit/noncredit courses is prorated in proportion to the number of Wellesley courses taken after the equivalent of the first year of college. Students can consult their Class Deans for further clarification.

Incomplete Work

If work for a course is not completed by the end of a semester, the instructor has the option of assigning a grade on the basis of the work completed or assigning a grade of Incomplete. The deadline for the missing work will be determined by the instructor, but may be no later than the first day of classes of the succeeding semester. Final grades will be preceded by an "I" on the transcript. If the course work is not completed by the deadline, the instructor may submit a grade for the course, or the Registrar's Office will record a grade of permanent "INC." If a student is unable to complete course work due to illness or personal emergency she may petition the Academic Review Board through her Class Dean for an excused incomplete. If her petition is granted, the incomplete notation will be removed from the student's record once the work is completed.

Examinations

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, science, and foreign language courses that require audio-visual equipment. Special examinations are offered in September for admission to advanced courses without the stated prerequisites and for exemption from required studies.

Transcripts and Grade Reports

Official transcripts may be ordered in writing from the Registrar's Office. The request for a transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of $3 for each transcript, and this fee should accompany the request. Transcripts may not be issued if the student has an outstanding bill. Grade reports are mailed to students at the end of each semester.

Registration for Courses

All returning students must register in April for the courses they select for the fall semester and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it. Each student is responsible for maintaining the accuracy of her registration by informing the Registrar's Office, in writing, of any changes made to it.

Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

Adding or Dropping Courses

Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, indicating on it any changes in her schedule. New courses must be added by the end of the first week of classes. A course may be dropped at any time through the last day of classes. Permission is required from the department chair or the major advisor if a student wishes to drop a course that affects the major. If a course is dropped before the beginning of the fifth week of classes, it will not appear on a student's record. Students are advised to consult their Class Dean when making any changes in their program.

Auditing Courses

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit. An audited course does not appear on the transcript.

Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After one semester at Wellesley, students who wish to accelerate should consult their Class Deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.

An accelerating student must maintain at least a C average at all times.

Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons that may include study at another institution, work, travel, or other activities that meet personal needs. Application for leave of absence may be made to the Class Dean or Dean of Continuing Education after a student has completed at least one semester at Wellesley. First-year students who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four-year program. Application for a leave of absence is due by April 15 for the fall semester and by December 1 for the spring semester. No more than eight units of credit taken during an academic year at another institution while a student is on leave may be counted toward the Wellesley degree.

Voluntary Withdrawal

Students who plan to withdraw must inform the Class Dean and sign an official withdrawal form. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy, pp. 39–40.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

Required Withdrawal

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general wellbeing of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Class Deans for the appropriate forms. Readmission will be considered in light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of $15 must accompany the application form for readmission.

Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

First-Year Student Summer Enrichment Program

An academic program designed to facilitate the transition from secondary school to college is offered to approximately 30 members of the entering class who meet one or more program criteria. The month-long residential program includes noncredit courses in writing, quantitative methods, and study skills and also introduces students to dormitory life and the pleasures of the campus and its environment. The program is cost-free for participants.

Wintersession

Wintersession is a four-week period in January when students may choose to remain on campus to pursue internships, noncredit courses, or courses offered for academic credit. Intensive elementary foreign language courses, such as Chinese, French, German, Italian, and Spanish, are typical offerings. Students taking Wintersession courses are subject to academic regulations as if they were taking the course during a regular semester.

Cross-Registration Program with the Massachusetts Institute of Technology

Wellesley is engaged in a program of cross-registration for students at Wellesley and the Massachusetts Institute of Technology. The program allows students to elect courses at the other institution and extends the diversity of educational experiences available in the curricula and the environments of both.

A Wellesley student interested in electing specific courses at MIT should consult the Exchange Coordinator or her department advisor. Registration in MIT courses takes place each semester in both the Wellesley Registrar's Office and in the Exchange Office at MIT. Students electing to take courses at MIT must register at both institutions during an extended add-drop period of one week each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. First-year students in their first semester may not take courses at MIT. The amount of Wellesley credit is determined by the total number of hours listed for a course in the MIT catalog as follows:

Total MIT Hours	*Wellesley Units*
<6	no Wellesley credit
6 to 8.99	.50 units
9 to 14.99	1.00 unit
15 to 17.99	1.25 units
18 to 24	2.00 units

Wellesley Double Degree Program

Wellesley offers a Double Degree Program that enables Wellesley students who are accepted to MIT as transfer students to earn a B.A. degree from Wellesley and an S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. Students should only consider MIT departments that are not represented at Wellesley and should also be aware that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this "bridge year" students are assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five-year period; this enables students to integrate their two courses of study more completely.

Cooperative Programs with Babson College and Brandeis University

Wellesley has established a cooperative program with Babson College. All Babson courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. Many Wellesley cross-registrants take financial accounting or other courses not available at Wellesley.

Wellesley's cooperative program with Brandeis University allows students to register in a limited number of departments at the other institution. The following areas of study will be open to both Brandeis and Wellesley students: Anthropology, Biology, Chemistry, Classical Studies, Economics, Philosophy, Politics, Russian, Spanish, and Women's Studies. Wellesley students, in addition, may enroll in liberal arts courses at Brandeis with the approval of the appropropriate department. All Brandeis courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. A collaborative program with Brandeis enables Wellesley students to obtain teacher certification in elementary education.

The Twelve College Exchange Program

Wellesley belongs to a consortium that includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Twelve College Exchange Office for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The program is open to students in their junior or senior year. Students apply through the Twelve College Exchange Office.

The Wellesley-Mills Exchange Program

Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Twelve College Exchange Office.

Semester in Environmental Science at Woods Hole

Qualified Wellesley students may apply for the Semester in Environmental Science Program held each fall at the Marine Biological Laboratory in Woods Hole, Massachusetts. This 14-week program emphasizes the measurement and understanding of biogeochemical cycles and processes in terrestrial, freshwater, and marine ecosystems. Intended primarily for juniors, participation is limited to approximately two students per year. Interested students should contact Marianne Moore in the Department of Biological Sciences for additional information.

Study Abroad

Students may apply for admission for their junior year to programs and universities overseas, not only in Europe but in almost all parts of the world. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Limited scholarship money is available to students eligible for financial aid. The selection of recipients for awards is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of International Studies.

The Office of International Studies helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with a strong background in their majors may apply for places at both Cambridge University and Oxford University.

Wellesley College administers programs in Aix-en-Provence, France, and in Konstanz, Germany. The College is a member of consortia that offer programs in Italy, Japan, Mexico, and Spain. Wellesley also participates in additional exchange programs with Japan, the former Soviet Union, and the United Kingdom.

Students who are interested in spending the junior year abroad should consult their Class Dean and the Director of International Studies, preferably during the first year, to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad. Transcripts should be received by October 1 for course work of the previous year and by March 1 for the fall semester.

Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of International Studies. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

Wellesley awards Stecher Summer Scholarships for study of art. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year.

Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean.

Applications for the Waddell and Stecher Scholarships require the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

The Mayling Soong Summer Scholarship for study, either within the U.S. or abroad, of an East Asian language is available for sophomores and juniors who qualify for financial aid. Applications are available through the Special Events Office.

In addition, there are several funds to support students doing short-term internships, volunteer work, or work in the ministry. These funds may be used overseas, excluding transportation.

Washington Summer Internship Program

The College sponsors a summer public service internship program in Washington, D.C. The internships are for ten weeks and come with paid housing in local university dormitories and with stipends to help cover other living costs. Selection of participants is made each fall and is based on academic background, faculty recommendations, work experience, extracurricular activities, a writing sample, and an interview.

The Washington program offers an opportunity for 16–18 juniors to work in government agencies, political organizations, public interest groups, and research and cultural centers. Recent placements have included the White House Communications Office, the State Department, the Senate Judiciary Committee, the Sierra Club, the National Women's Health Network, and the National Gallery of Art. In addition to their full-time jobs, interns plan and participate in a weekly seminar program designed to broaden their understanding of government, politics, and public policy. Each intern is also assigned a mentor from the Washington Alumnae Club. For further information, contact the Department of Political Science.

Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

Honors

Students who have shown marked excellence and an unusual degree of independence in their work may participate in the Honors Program, based on their record in the major field. Current legislation requires a 3.5 average in all work above Grade I in the major field. Students with exceptional qualifications whose averages fall between 3.5 and 3.0 also may be recommended by their departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study that will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of honors in the major field.

Other Academic Distinctions

The College names to First-Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. For the Classes of 1998, 1999, and 2000, students with an average of 3.33 or higher graduate as Wellesley College Scholars cum laude; those with an average of 3.67 or higher are Durant Scholars magna cum laude; students with a 3.90 or higher average are Durant Scholars summa cum laude. Beginning with the Class of 2001, students with an average of 3.60 or higher will graduate as Wellesley College Scholars cum laude; those with an average of 3.75 or higher will be Durant Scholars magna cum laude; students with a 3.90 or higher average will be Durant Scholars summa cum laude.

For purposes of establishing honors, grade point averages are truncated to two decimal places. Students whose records contain more than three incompletes within the last 24 units or who have taken more than a stipulated number of credit/noncredit courses (see p. 66) shall not be eligible for these honors.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by December 1.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Courses of Instruction

A semester course that carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. A semester course which carries 1.25 units of credit ordinarily includes at least 300 minutes per week of scheduled class time as well as significant work outside of class. Classes are scheduled from Monday morning through late Friday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

Students with disabilities who need disability-related classroom or testing accommodations should meet with the Coordinator in the Learning and Teaching Center. The Coordinator of Services for Persons with Disabilities will arrange accommodations for students with physical disability needs.

Legend

N/O	Not offered in 1997–98
[ ]	Numbers in brackets designate courses listed only in earlier catalogs
(A)	Courses may be elected to fulfill the distribution requirement in Group A
(B^1)	Courses may be elected to fulfill the distribution requirement in Group B^1
(B^2)	Courses may be elected to fulfill the distribution requirement in Group B^2
(B^1 or B^2)	Courses may be elected to fulfill the distribution requirement in Group B^1 or B^2
(C)	Courses may be elected to fulfill the distribution requirement in Group C. Courses which fulfill the Group C laboratory requirement so indicate in the course title
*	Courses with an asterisk require permission of the instructor
A	Absent on leave for the 1997–98 academic year
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester

Africana Studies

Professor: *Martin*[A1], *Cudjoe, Rollins*[A2], *Steady*

Visiting Professor: *Lovelace*

Assistant Professor: *Obeng, Fields*

Courses in the Africana Studies Department (with the exception of 350, 360, 370) fulfill either the Group A, Group B[1] or Group B[2] distribution requirement as indicated.

AFR 105 Introduction to the Black Experience

Mr. Martin

This course serves as the introductory offering in Africana Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad.

Prerequisite: None
Distribution: Historical Studies/B[2]
Semester: Spring Unit: 1.0

AFR 150 First and Second Year Student Colloquia

Mr. Cudjoe

Topic for 1997–98: Afro-American Autobiography. The colloquia have no prerequisites, although some are open only to first-year students. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chair or instructor, in consultation with the class dean, will decide which applicants will be accepted.

Prerequisite: None
Distribution: Language and Literature (Fall)
Semester: Fall, Spring Unit: 1.0

AFR 200 Africans in Antiquity

Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas.

Prerequisite: None
Distribution: Historical Studies/B[1]
Semester: N/O Unit: 1.0

AFR 201 The African American Literary Tradition

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience.

Prerequisite: None
Distribution: Language and Literature/A
Semester: N/O Unit: 1.0

AFR 202 Introduction to African Philosophy

Mr. Menkiti

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy/B[1]
Semester: Spring Unit: 1.0

AFR 203/SOC 203 Introduction to African American Sociology

This course is an introduction to the African-American intellectual tradition within the discipline of sociology. Secondarily, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African-Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. *Students may register for either AFR 203 or SOC 203. Credit will be given in the department in which the student is registered.*

Prerequisite: SOC 102 or permission of the instructor.
Distribution: Social and Behavioral Analysis/B[2]
Semester: N/O Unit: 1.0

AFR 204/SOC 204 Third World Urbanization

Ms. Steady

This course is an historical and comparative examination of urban development in Africa, the Middle East, Latin America and Asia. Beginning with the origins of cities in Mesopotamia, Northeastern Africa, India, China and Central America, the course then focuses on the socio-economic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities. *Students may register for either AFR 204 or SOC 204. Credit will be given in the department in which the student is registered.*

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: Spring Unit: 1.0

AFR 205 The Politics of Race Domination in South Africa

The politics of apartheid and racial domination in South Africa; its historical origins and present-day manifestations; the liberation struggle in South Africa; the apartheid system as a threat to international stability. South Africa also examined within the wider context of the region and world system.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

AFR 206 Introduction to African American History, 1500 to Present

An introductory survey of the political, social, economic and cultural development of Afro-Americans from their African origins to the present.

Prerequisite: None
Distribution: Historical Studies/B^1
Semester: N/O Unit: 1.0

AFR 207 Images of Africana People through the Cinema

An investigation of the social, political and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America and the Caribbean. Attention will be given to aspects of people's lives during the colonial and postcolonial era in such films as "Sugar Cane Alley," "God's Bits of Wood," and "Corridor of Freedom."

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video/B^2
Semester: N/O Unit: 1.0

AFR 208/SOC 206 Women in the Civil Rights Movement

Ms. Rollins

An examination of the role of women in the "classical" Civil Rights Movement (i.e., from the Montgomery Bus Boycotts in 1955 to the passage of the Voting Rights Act in 1965). Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religiosity, race, regional background and age) and their attitudes and behavior within the Movement. Essentially, women's impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Students may register for either AFR 208 or SOC 206. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to all students except those who have taken [311].
Distribution: Historical Studies or Social and Behavioral Analysis/B^2
Semester: Fall Unit: 1.0

AFR 209/ENG 209 The Art of Playwriting

The writing of plays; frequent class discussion of student writing, with some reference to established examples of the genre. *Students may register for either AFR 209 or ENG 209. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Enrollment limited to 18.
Distribution: Language and Literature/A
Semester: N/O Unit: 1.0

AFR 210/MUS 210 Folk and Ritual Music of the Caribbean

An appreciative evaluation, discussion and analysis of the folk and ritual music of the Caribbean. An effort will be made to survey the musical component of the following Afro-Caribbean religions: Kumina, Rastafari, Shango, Candomble, Macumba, Umbanda, Winti, Vodun, Santeria, Lucumi, Quimboiseur. The concept of marginal retentions and basic issues in the study of African retentions in the Americas will be explored. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetic. *Students may register for either AFR 210 or MUS 210. Credit will be given in the department in which the student is registered.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video/A
Semester: N/O Unit: 1.0

AFR 211 Introduction to African Literature

Mr. Lovelace

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as Ngugi Wa Thiongo, Camara Laye, Wole Soyinka, Mirama Ba, Nawal El Saadawi and Buchi Emecheta will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows.

Prerequisite: None
Distribution: Language and Literature/A
Semester: Fall Unit: 1.0

AFR 212 Black Women Writers

The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic.

Prerequisite: None
Distribution: Language and Literature/A
Semester: N/O Unit: 1.0

AFR 213 Economy and Society in Africa

This introductory course is concerned with human beings and the social systems by which they organize their activities to satisfy their needs (e.g., food, shelter, clothing) and non-material wants (e.g., education, knowledge, and spiritual fulfillment). This course considers perspectives on the interaction of economic and other variables in African societies.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

AFR 214 The Supreme Court and Racial Equality

An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to first-year students by permission of the instructor.
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

AFR 215 Introduction to Afro American Politics

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of U.S. politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system offered and considerable emphasis on conflicting theories of participation.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

AFR 216 History of the West Indies

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems.

Prerequisite: None
Distribution: Historical Studies/B^1
Semester: N/O Unit: 1.0

AFR 217 The Black Family

Ms. Fields

An overview of the African-American family in economic, sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self-definitions, societal and community definitions among African-American women, men and children within the context of their families. Exploration of changing sex roles among African-American women and men will be discussed also.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: Fall Unit: 1.0

AFR 219 Economic Issues in the African American Community

The Staff

This course provides a historical overview of the economic issues that have faced the African-American community and that continue to do so. It will examine different employment trends for African-American men and women, and for African Americans from different educational and socioeconomic backgrounds. It will also cover minority business development, home and property ownership, and access to and accumulation of capital. Various public policy initiatives that have influenced economic outcomes will also be examined.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: Fall Unit: 1.0

AFR 220 History of African American Economic Thought

Since W.E.B. DuBois, black scholars have grappled with the economic issues facing the African-American community. This course examines the ways in which different African-American scholars have explored economic issues and the debates that have ensued: from Booker T. Washington and W.E.B. DuBois to more recent controversies spawned by black neo-conservatives. The class will explore different traditions in African-American economic thought as well as discuss economic scholars whose ideas have been under-appreciated or forgotten.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

AFR 221 Public Policy and Afro American Interests

Analysis of the diverse roles of Afro-Americans in the making of public policy with some coverage of the significance of class and gender. Critical issues facing public policy as a discipline also addressed. Class simulates the intricate procedures of setting policy in several areas.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

AFR 222 Images of Blacks and Women in American Cinema

Mr. Obeng

A study of the creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video/B^2
Semester: Fall Unit: 1.0

AFR 223 Caribbean and African Development Issues

Survey of the African development experience emphasizing major development theories and strategies, explanations for the contemporary state of affairs and case studies, usually from Ghana, Ivory Coast, Kenya, Tanzania, Zambia, and Libya. Topics: colonial rule and nationalist struggles, class formation and policy making, party systems, sectoral performance and regional integration.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

AFR 224/MUS 209 A History of Jazz

An introduction to jazz, one of the greatest expressions of American genius in this century. Jazz drew from several vibrant streams of American musical art (including ragtime and blues idioms), and its different stylistic phases have corresponded closely to significant developments in this nation's social history; knowledge of jazz is thus highly relevant to an understanding of twentieth-century American culture. Assigned listenings will trace the progression of jazz history from African roots to recent developments, while readings from source documents and contemporary accounts will offer perspective on the cultural role of jazz and the position of the jazz musician in society. Two lectures, supplemented by live performances and by weekly screenings and discussion of historical films. *Students may register for either AFR 224 or MUS 209. Credit will be given in the department in which the student is registered.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies/A
Semester: N/O. Offered in 1998–99. Unit: 1.0

AFR 225 Introduction to Black Psychology

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration to such issues as: The Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

AFR 229 Color, Race and Class in Latin American Development

An examination of the identifiable African and Native American populations in Cuba, Nicaragua, and Brazil. This course addresses historical and contemporary roles of these populations in the socio-economic transformation of their societies and their involvement in the political process. The course also examines the degree to which shades of difference within racial groups, as well as differences between races, influence social stratification in socialist and capitalist societies. Self-help strategies designed by African and Native American people and their responses to specific state policies will also be examined.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^1 or B^2
Semester: N/O Unit: 1.0

AFR 230 Black Women in America

Exploration of the characteristics, lifestyles, and reflective thought of Black women in the western hemisphere from a multi-disciplinary perspective. There will be readings from essays, novels, sociological studies, psychological studies, historical works, poetry and fiction about the lives of Black women.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

AFR 231/ARTH 211 African Art

The Staff

A survey of the major artistic traditions of Africa, from prehistory to the present. Focus will be on ancient African art, art and gender, and contemporary practices. Museum visits to the Peabody Museum at Harvard, the Metropolitan Museum, and the Museum of African Art in New York. *Students may register for either AFR 231 or ARTH 211. Credit will be given in the department in which the student is registered.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video/A
Semester: Fall Unit: 1.0

AFR 232/332/MUS 225/325 Topics in Ethnomusicology: Africa & The Caribbean

Mr. Fleurant

The course will focus on the traditional, folk and popular musics of Africa and the Caribbean. Emphasis will be put on issues of Africanisms and marginal retentions in the musics of Brazil, Cuba and Haiti, the three major countries in the Americas known for their Africanisms. The musics of Candomble, Santeria, and Vodun, and as well as the samba, rumba and meringue, the national musics of the three New World countries under consideration will be discussed in terms of their respective influence on the modern musics of Africa. Finally, the musical "round trip" between Africa and the Caribbean whereby the genre such as the rumba spawned new forms like the juju of Nigeria, the soukous of Zaire and the highlife of Ghana will be also discussed in the course. *Students may register for either AFR 232/332 or MUS 225/325. Credit will be given in the department in which the student is registered.*

Prerequisite: MUS 100, 111,122 or by permission of the instructor. In addition, for AFR 332 or MUS 325, MUS 200 is required.
Distribution: Religion, Ethics, and Moral Philosophy/A
Semester: Fall Unit: 1.0

AFR 234 Introduction to West Indian Literature

Mr. Lovelace

Survey of contemporary prose and poetry from the English-speaking West Indies. Special attention paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V.S. Naipul, Derek Walcott, Wilson Harris, Jean Rhys, and others.

Prerequisite: None
Distribution: Language and Literature/A
Semester: Fall Unit: 1.0

AFR 235 Societies and Cultures of Africa

Ms. Steady

The objective of this course is to provide students with an introduction to the richness, diversity and complexity of African societies and cultures while appreciating their unifying features. Topics to be discussed include forms of social organization, the importance to kinship and marriage systems, the centrality of religion, the position of women, urbanization and problems of development, democratization and political transformation, political instability and armed conflicts. In order to understand a people's view of themselves and of their relationship to the outside world, an in-depth case study will be made of one ethnic group—the Yoruba of southwestern Nigeria.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B²
Semester: Spring Unit: 1.0

AFR 242 New World Afro Atlantic Religions

Mr. Obeng

With readings, documentary films, discussions, and lectures, this course will examine the complex spiritual beliefs and expressions of peoples of African descent in Brazil, Cuba, Haiti, Jamaica, and North America within the context of their socio-cultural and economic experiences. The course surveys African diasporic religions such as Candomble, Santeria, Voodoo, Myalism, Shango and Black American religion. Attention will be paid to how diasporic Africans practice religion for self-definition, community-building, socio-cultural critique, and for reshaping the religious and cultural landscapes of the Americas.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy/B²
Semester: Spring Unit: 1.0

AFR 245 Caribbean and African Comparative Politics

Examination of the similarities and differences found in the political economies of Africa and the Caribbean. Emphasis on their entry into the world system and the development of commodity production, classes and patterns of trade. Structure of government and participation in regional organizations are also covered. Case studies include Zimbabwe, Ethiopia, Namibia, Ghana, Jamaica, Cuba and Grenada.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B²
Semester: N/O Unit: 1.0

AFR 251 Religion in Africa: An Introduction

A comparative study of religions and societies of Africa through the discipline of anthropology of religion. The course examines African experience and expression of religion among societies such as the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan, and the Zulu of South Africa. We will examine how gender, age, status, and other factors influence the use of visual arts, dance, rituals and ceremonial horns to articulate and elaborate on the cosmos, life, death, and to define and organize their lives. Special attention will be paid to how African deities are sources of power, self-definition, and healing as their religions and lifeways interact with Islam and Christianity and international capitalism.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy/B¹
Semester: N/O Unit: 1.0

AFR 262/ARTH 262 Introduction to African American Art

The Staff

An historical survey of outstanding artists, paying special attention to issues of style, group affiliation, and ideological expressions. Differences and interrelationships between African-American and European-American art will be explored. *Students may register for either AFR 262 or ARTH 262. Credit will be given in the department in which the student is registered.*

Prerequisite: ARTH 101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video/A
Semester: Fall Unit: 1.0

AFR 266 Black Drama

Mr. Cudjoe

This course will examine 20th-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 60s and 70s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video/A
Semester: Spring Unit: 1.0

AFR 303/WOST 304 African Women and Activism

Ms. Dawit

A query into African feminist activism and political organizing in Africa and in exile. Through close readings of creative and political works by African women from the 1940s to the present, we will chart the path of a movement. Based on the work of social scientists, historians, poets, novelists, playwrights, filmmakers and other activists, we will identify intersections, divergences and continuities in politics, vision and other commitments. Among the broader questions we will explore: What is Activism, theory and practice, and are African women doing it? How do women locate themselves and their work within the African Women's Movement and in the International Women's Movement? *Students may register for either AFR 303 or WOST 304. Credit will be given in the department in which the student is registered.*

Prerequisite: Written permission of the instructor.
Distribution: Social and Behavioral Analysis/B^2
Semester: Fall Unit: 1.0

AFR 305 African American Feminism

Ms. Rollins

This course is a survey of African-American feminist thought from the early 19th century to the present. Through an examination of the writings of African-American women from Maria Stewart, Frances Ellen Harper and Anna Julia Cooper to Audre Lorde, Bell Hooks and Angela Davis, the course will explore African American feminist ideas on women's work, family, the relationship between feminism and black nationalism, and the African-American conceptualization of womanhood.

Prerequisite: 230 or WOST 120 or by permission of the instructor.
Distribution: Social and Behavioral Analysis/B^2
Semester: Fall Unit: 1.0

AFR 306 Urban Development and The Underclass: Comparative Case Studies

Ms. Steady

Throughout the African diaspora, economic change has resulted in the migration of large numbers of people to urban centers. This course explores the causes and consequences of urban growth and development, with a special focus on the most disadvantaged in cities. The course will draw on examples from the United States, the Caribbean, South America, and Africa.

Prerequisite: One 200-level Group B unit or by permission of the instructor.
Distribution: Social and Behavioral Analysis/B^2
Semester: Fall Unit: 1.0

AFR 310 Seminar. Black Literature

Mr. Cudjoe

Blackness and the American Literary Imagination. An examination of the manner in which blackness has been represented in the American (and Caribbean) literary imagination. Authors examined include Melville, C.L.R. James, Wilson Harris, Toni Morrison, Maryse Conde and Harriet Beecher Stowe.

Prerequisite: Permission of the instructor for first-year students.
Distribution: Language and Literature/A
Semester: Spring Unit: 1.0

AFR 315 Seminar. The Psychology of Race Relations

Ms. Fields

Examination of the psychology of prejudice and racism as they exist in American society. Exploration of the causes, development, expressions and consequences of prejudice and racism through experiential exercises, readings, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice-acquisition as well as to understand the theoretical complexity of its nature.

Prerequisite: 225 is strongly recommended.
Distribution: Social and Behavioral Analysis/B^2
Semester: Spring Unit: 1.0

AFR 318 Seminar. Women and the African Quest for Modernization and Liberation

Ms. Steady

Comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. Exploration of women's participation in political movements and ways to improve the status of women.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: Fall Unit: 1.0

AFR 319 Pan Africanism

The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of African-American churches in African nationalism, the Pan-African Congresses of W.E.B. DuBois, the Garvey Movement, the Communist International and Pan-Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required.
Distribution: Historical Studies/B[1]
Semester: N/O Unit: 1.0

AFR 335 Women Writers of the English Speaking Caribbean

An examination of the women writers of the English-speaking Caribbean, their contexts and contributions to West Indian literature. Special attention shall be given to their contributions to contemporary feminist discourses. Readings include the writings of Rhys, Guy, Kincaid, Hodge, Nunez-Harrel, Allfrey, Shinebourne, Goodison and critical essays by these and other writers. This course will emphasize research techniques and independent projects.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required. Not open to students who have taken 235.
Distribution: Language and Literature/A
Semester: N/O Unit: 1.0

AFR 340 Seminar. Topics in African American History

Mr. Martin

Topic for 1997–98: Booker T. Washington, Marcus Garvey and W.E.B. DuBois.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by permission of the instructor to sophomores.
Distribution: Historical Studies/B[1]
Semester: Spring Unit: 1.0

AFR 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AFR 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AFR 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Africana Studies departmental offerings.

ARTH 241
Egyptian Art

ENG 203
Short Narrative

HIST 263
South Africa in Historical Perspective

HIST 264
History of Precolonial Africa

HIST 265
History of Modern Africa

HIST 266
The Struggle over North Africa, 1800–Present

HIST 342
Seminar. Women, Work and the Family in African History

POL2 209
African Politics

Directions for Election

The requirements for the major are consistent with the concept of Africana Studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, economics, or literature.

A major in Africana Studies requires eight (8) courses. It is suggested that two courses be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Africana Studies, 105 is strongly recommended of all majors. Courses taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Africana Studies Department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

A minor in Africana Studies consists of five (5) courses. 105 is strongly recommended. At least three should be above the 100 level, and at least one must be at the 300 level. In keeping with the interdisciplinary nature of the department, it is recommended that at least one course must be taken from among those courses in the department that satisfy the distribution requirement in Groups A and B.

American Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Cooper*

The American Studies major seeks to understand the American experience through a multidisciplinary program of study.

For students declaring the major before June 1, 1997, the requirements for the major are as follows: nine courses are required for a minimum major, including American Studies 101, two Grade III level courses, plus American Studies 317 or 318, the required integrative seminar. At least two of these nine courses must be taken in group A, and at least two must be taken in group B. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. It is recommended that majors elect the integrative seminar in their junior or senior year.

For students declaring the major after June 1, 1997, and all students in the class of 1999 the requirements for the major are as follows: nine courses are required for the major. These courses include American Studies 101, which should be completed before the end of the junior year; and at least two courses in historical studies (HS), one course in literature (LL), one course in the arts (ARS), and one course from the three groups (social and behavioral analysis (SBA); epistemology and cognition (EC); religion, ethics and moral philosophy (REP). Students are also expected to take at least two Grade III level courses, one of which should be American Studies 317 or 318. To ensure some concentration in a field of American society and culture, at least three courses should be elected in one department.

Within this structure students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major, with permission of the program director. American Studies majors are encouraged to take as part of, or in addition to, their major courses, surveys of American history, literature, and art (for example, History 203/204, English 262/266, Art History 231/232) and a course on the American constitution and political thought. In addition, students are urged to take one or more courses exploring theory and methods of knowledge creation and production (for example, PHIL 314, 345, SOC 300/301, or POL 199/ECON 199/SOC 199).

Students eligible for honors work and considering doing a thesis during their senior year should plan to locate a thesis advisor, specify their project, and begin work before the end of their junior year. Courses of study, and the possibility of honors work, should be discussed with the American Studies director.

Courses in the American Studies Department (with the exception of 350, 360, 370) fulfill either the Group A or Group B[1] distribution requirement as indicated.

AMST 101 Introduction to American Studies

Mr. Cooper

A broad investigation into the American character and culture, designed to acquaint students briefly with consequential primary and secondary texts. We will read numerous short selections by authors from a variety of disciplines, including literature, sociology, fine arts, history, political theory, and cultural studies, plus two novels and two films. Authors will include: de Tocqueville, Jefferson, and Emerson to Alger, Chandler, and E.L. Doctorow.

Prerequisite: None. This course is required of American Studies majors and should be completed before the end of the junior year.
Distribution: None
Semester: Spring Unit: 1.0

AMST 184/EXTD 184 Native Americans, Europeans, European Americans

Mr. Rosenwald

An exploration of how American literature in the widest sense has represented encounters between Native Americans on the one hand, and Europeans and European-Americans on the other. Texts fall into four groups:

1) First encounters: Columbus' journal; *Broken Spears*, the Aztec account of the Spanish conquest; Peter Nabokov's *Native American Testimony*, a collection of Native American responses to European colonization; Mary Rowlandson's 17th-century captivity narrative; John Demos, *The Unredeemed Captive*; the discovery narratives of the New England colonists William Radford and Thomas Morton; Roger Williams' *A Key to the Language of America*

2) novel and autobiography: James Fenimore Cooper, *The Last of the Mohicans*; Elizabeth Sedgwick, *Hope Leslie*; Herman Melville on the metaphysics of Indian-hating from *The Confidence Man*; William Apess' *Son of the Forest; Mountain Wolf Woman;* Louise Erdrich, *Tracks*

3) Anthropological texts by Franz Boas, Theodora Kroeber, Dell Hymes, Dennis Tedlock, and Benjamin Whorf

4) Encounters between original and translation, with texts drawn from Brian Swann ed., On the Translation of Native American Literatures, and Swann's Coming to Light: Contemporary Translations of the Native Literatures of North America.

Prerequisite: None
Distribution: Language and Literature/A
Semester: Fall Unit: 1.0

AMST 317 Seminar. Advanced Topics in American Studies

Mr. Cooper

Topic for 1997–98: Tales of the City. Exploration of the significance of metropolitan settings in American fiction. We will examine how the metropolis functions as a source of behavioral niches (the urbane, the sophisticated); a locus of desire (the lure of the city); an aesthetic, intellectual, economic, and erotic center; a network of socially constraining architecture; and an allegorical landscape. Authors read will include James, Crance, Dreiser, Alger, Wright, Naylor, Rechy, and Leavitt. Additional short readings in literary criticism, anthropology, sociology, history, architectural theory, and urban planning.

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.
Distribution: Language and Literature/A
Semester: Fall Unit: 1.0

Ms. Brogan

Topic for 1998–1999: Defining Ethnicity in America. This course examines the different conceptions of ethnicity to emerge in writers such as Anzia Yezierska, Henry James, Henry Roth, Paule Marshall, Maxine Hong Kingston, Bharati Mukherjee, Richard Rodriguez, and Cristina Garcia. The attempt to define ethnicity moves us to the heart of the ongoing debate about what it means to be American, and about nationalism more generally. In our discussions, we will explore questions such as: Is ethnicity constituted by a particular cultural content (a shared history, customs, language, cuisine)? Or, as some have controversially argued, is ethnicity better described as a set of differentiating strategies, ways of distinguishing "us" from "them," that shift from generation to generation? What voices of difference and dissent can be heard within the group? What forms of cultural persistence tend to be emphasized? How is ethnicity reinterpreted or reinvented by post-immigrant generations? In addition to our literary readings, we will also look at how "ethnicity" has been defined by literary scholars, sociologists, and anthropologists.

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.
Distribution: Language and Literature/A
Semester: Fall Unit: 1.0

AMST 318 Seminar. Advanced Topics in American Studies

Ms. Putnam

Topic for 1997–1998: Mugwumps, Suffragettes and Other Social Critics. Some historians call it the gilded age, others call it the age of reform. In this seminar we shall learn as much as time permits about various groups who organized during the period between 1890 and 1910 to voice their dissatisfaction with American society. The groups voicing social and political demands included women, African-Americans, immigrants, and some Anglo-Saxon Protestant men and women who objected to imperialism abroad and corruption at home. The social critics shall be studied primarily by reading writings — some autobiographical, some theoretical — by some of the major figures in the reform movements. To get a "feel" for some of the issues, we shall read two novels set in that period and consult some accounts by later historians. Throughout the seminar, we shall compare what happened then with what is happening now. Then, as now, women were concerned to gain not only political power (they wanted the vote, women today want elected office), but better working conditions and better home lives for themselves and their families; then, as now, African-Americans were bitterly disappointed that the dream of the sixties (then the nineteenth century abolition movement, now the twentieth century Civil Rights movement) had turned into a nightmare; then, as now, immigration and corruption were burning issues.

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.
Distribution: Historical Studies/B[1]
Semester: Spring Unit: 1.0

Ms. Varon

Topic for 1998–1999: Partisanship and Patriotism: American Political History from the Age of Jackson to the Age of Lincoln. An investigation of American politics from 1828 to 1865, with attention to the nature of presidential, Congressional, and judicial leadership; the constituencies and ideologies of political parties; the political cultures of disenfranchised groups; and the ways that fiction, theater, music and art have been used as media for political expression. Rather than attempting a survey style overview of the period in question, we will undertake an in-depth analysis of a series of pivotal events, including the Cherokee Removal, Nat Turner's Slave Rebellion, the storied "Log Cabin" presidential campaign of 1840, the Seneca Falls Women's Rights Convention, the publication of Harriet Beecher Stowe's Uncle Tom's Cabin, the Supreme Court's Dred Scott decision, and the Emancipation Proclamation.

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.
Distribution: Historical Studies/B1
Semester: Spring Unit: 1.0

AMST 350 Research or Individual Study

Prerequisite: Open by permission of the director to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AMST 360 Senior Thesis Research

Prerequisite: By permission of director. Students eligible for honors work and considering doing a thesis during their senior year should plan to locate a thesis advisor, specify their project, and begin work before the end of their junior year. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AMST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

The following is a list of courses available that may be included in an American Studies major. If a student has a question about whether a course not listed here can count toward the major, or if she would like permission to focus her concentration on a topic (e.g., law) studied in more than one department, she should consult the Director.

AFR 208

Women in the Civil Rights Movement

AFR 305

African American Feminism

ANTH 210

Racism and Ethnic Conflict

ARTH 225

Modern Art Since 1945

ARTH 231

Architects and Buildings of 19th-Century North America

ARTH 232

American Painting from the Puritans to World War II

ARTH 260

North American Indian Art

ARTH 262
Introduction to African-American Art

ARTH 320
Seminar. American Architecture. Topic for 1997–98: Architecture in Boston

ARTH 335
Seminar. Problems in Modern Art. Topic for 1997–98: Cold War Modern (same as MUS 335)

ARTH 393
American Art in the Jazz Age (MFA Seminar)

ARTH 395
Survey of American Silver: Colonial Period to the Present (MFA Seminar)

ARTH 398
Native American Ceramics of the Southwest, Prehistoric to Contemporary (MFA Seminar)

ECON 238
Economics and Politics

EDUC 212
History of American Education

EDUC 214
Youth, Culture and Student Activism in Twentieth-Century America

EDUC 306
Seminar. Women, Education and Work

EDUC 312
Seminar. History of Child Rearing and the Family

ENG 261
The Beginnings of American Literature

ENG 262
The American Renaissance

ENG 266
Early Modern American Literature

ENG 267
Late Modern and Contemporary American Literature

ENG 363
Advanced Studies in American Literature

ENG 364
Race and Ethnicity in American Literature

EXTD 232
New Literatures: Lesbian and Gay Writing in America

HIST 203
History of the United States, 1607-1877

HIST 204
History of the United States, 1877-1968

HIST 250
Race and Ethnicity in Early America

HIST 255
American Environmental History

HIST 257
History of Women and Gender in America

HIST 258
Freedom and Dissent in American History

HIST 291
1968: The Pivotal Year

HIST 292
Sectionalism, The Civil War, and Reconstruction

HIST 340
Seminar. Interdisciplinary History

HIST 354
Seminar. Family History

MUS 335
Music in Historical/Critical Context: Cold War Modern (same as ARTH 335)

POL1 200
American Politics

POL1 210
Political Participation and Influence

POL1 212
Urban Politics

POL1 215
Courts, Law, and Politics

POL1 311
The Supreme Court in American Politics

POL1 313
American Presidential Politics

POL1 314
Congress and the Legislative Process

POL1 315
Public Policy Analysis

POL1 316
Mass Media in American Democracy

POL1 318
Seminar. Conservatism and Liberalism in Contemporary American Politics

POL1 320
Seminar. Inequality and the Law

POL3 324
Seminar. Religion and American Politics

POL1 333
Seminar. Ethics and Politics

POL4 340
American Political Thought

REL 218
Religion in America

SOC 103
Social Problems: An Introduction to Sociology

SOC 138
The Social Construction of Conformity and Deviance: An Introduction to Sociology

SOC 209
Social Inequality

SOC 210
Race and Ethnicity

SOC 215
Sociology of Popular Culture

SOC 216
Mass Media and Communications

SOC 217
Power: Personal, Social, and Institutional Dimensions

SPAN 255
Chicano Literature: From the Chronicles to the Present

WOST 111
American Families

WOST 208
The Social Construction of Gender

WOST 220
American Health Care History in Gender, Race and Class Perspective

WOST 222
Women in Contemporary American Society

WOST 248
Asian American Women Writers

WOST 250
Asian Women in America

WOST 305
Seminar. Representations of Women of Color in the U.S.

WOST 311
Seminar. Family and Gender Studies: The Family, the State and Social Policy

WOST 348
Asian American Women in Film and Video

Anthropology

Professor: *Kohl (Chair), Merry*

Associate Professor: *Bamberger*

Assistant Professor: *Karakasidou, Saenz*

All courses in the Anthropology Department (with the exception of 350, 360, 370) fulfill the Group B^2 distribution requirement.

ANTH 101 Evolution and Diversity: Origins, Prehistory, and Cultural Development of Humankind

Ms. Karakasidou, Mr. Saenz, The Staff

A two-semester introduction to the subfields of anthropology: physical/biological, prehistoric/archaeological, linguistic, and social/cultural. Traces the emergence of evolutionary theory in the 19th century and documents human origins from the evolution of primates through *Homo erectus,* Neanderthals and modern humans. Includes the study of human prehistory from the Stone Age through the advent of agriculture and the emergence of the state. Ethnologies illustrate societies integrated at different levels of social, political and economic development. The course also will treat cultural diversity in gender roles, kinship structures, subsistence technologies, and adaptations to distinct environmental settings.

Prerequisite: None. Students are encouraged to take both 101 and 102, but either can be taken separately.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 102 Evolution and Diversity: Origins, Prehistory, and Cultural Development of Humankind

Mr. Saenz, The Staff

A two-semester introduction to the subfields of anthropology: physical/biological, prehistoric/archaeological, linguistic, and social/cultural. Traces the emergence of evolutionary theory in the 19th century and documents human origins from the evolution of primates through Homo erectus, Neanderthals and modern humans. Includes the study of human prehistory from the Stone Age through the advent of agriculture and the emergence of the state. Ethnologies illustrate societies integrated at different levels of social, political and economic development. The course also will treat cultural diversity in gender roles, kinship structures, subsistence technologies, and adaptations to distinct environmental settings.

Prerequisite: None. Students are encouraged to take both 101 and 102, but either can be taken separately.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 200 Current Issues in Anthropology

An examination of current controversial issues in anthropology. Topics covered will include sociobiology, race and intelligence, anthropological interpretations of Malthus, the culture of poverty, and neo-colonialism.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite, and to first-year students with previous anthropological experience and by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 204 Physical Anthropology

Mr. Kohl

The origin of humans as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens.*

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite, and to first-year students with previous anthropological experience and by permission of the instructor.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

ANTH 205 Social Anthropology

Ms. Bamberger

An introduction to the comparative study of social organization with an emphasis on preindustrial societies. Topics will include ecology and economy, kinship and marriage, order and authority, religion and art.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 206 Archaeology

Mr. Kohl

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 208 Archaeological Science

Ms. Lechtman (at MIT)

An introduction to scientific techniques used in contemporary archaeology. Using a case study format, faculty from the Boston-wide Center for Materials Research Archaeology and Ethnology (CMRAE) present different methods for studying such topics as reconstruction of ancient environments; dating techniques; assessing the diets of ancient populations; and sourcing artifacts through chemical and physical analyses.

Prerequisite: 1 year college-level physics or chemistry (or equivalent, see Instructor).
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

ANTH 210 Racism and Ethnic Conflict

Mr. Saenz

A study of the anthropological approach to inequality and social conflict examining theories from Aristotle through Hobbes, Rousseau, Marx, Barth, and Foucault in the context of conflicts in South Africa, Japan, India, the African Sahel, Northern Ireland, the Balkans, and other world areas. Theories on the social construction of ethnic and racial differences, the role of competition for resources in generating conflicts, and notions of the discipline and surveillance of disenfranchised groups will receive particular attention.

Prerequisite: 101 or 102, or one unit in Sociology, Africana Studies, Political Science, or Economics, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 212 The Anthropology of Law and Justice

Cross-cultural examination of modes of resolving conflict, processes of social control, and mechanisms for constructing laws in the U.S. and non-industrial societies. The course will focus on war, peace, and conflict. It will examine the nature of law, legal and non-legal dispute resolution, and the imposition of law in colonial and post-colonial situations. Topics include legal change and development, the role of the court in American communities, and court reform efforts such as the American dispute resolution movement.

Prerequisite: 101 or 102, or one unit in Political Science or Sociology, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 234 Urban Poverty: Contemporary Approaches to Inequality and Insurrection

An anthropological analysis of social stratification, poverty and insurrection in urban society in the U.S. and the Third World. Review of the theory of inequality from Aristotle through Marx, Weber, and Foucault. A series of cases including the South Bronx, Belfast, Johannnesburg, Los Angeles and Milan will be studied through a variety of narrative sources—biography, novel, ethnography and scholarly monograph. Current theory on discipline; punishment and control over bodily practices as they relate to urban poverty will be emphasized.

Prerequisite: 101 or 102 or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 236 The Ritual Process: Magic, Witchcraft and Religion

Ms. Bamberger

An exploration of anthropological approaches to the study of witchcraft, magic and ritual with emphasis on their social and cultural aspects in non-Western (Africa, New Guinea, Southeast Asia, and Native America) and Western societies. Discussion of the role of the ritual practitioner (shaman, sorcerer, priest), the efficacy of words and the power of ritual objects, the organization of sacred time and sacred space, and the connections between ritual, myth and belief. A fieldwork component will be an option, permitting the student an opportunity to observe and analyze a ritual event.

Prerequisite: 101 or 102 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 242 The Rise of Civilization

A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 244 Societies and Cultures of the Middle East

Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective.

Prerequisite: 101 or 102, or one unit in Political Science, Economics, Sociology, or History.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

ANTH 245 Popular Cultures in Latin America

Mr. Saenz

This course presents the beliefs and customary practices, such as popular forms of music, drama, dance, oral/written literature and mass media in Latin America and analyzes how race, class, ethnicity, gender, and the State influence and have an impact on the production of popular culture. The course focuses particularly on the popular cultures of Venezuela and the Caribbean basin.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

ANTH 247 Societies and Cultures of Eurasia

Mr. Kohl

A survey of the non-Russian, largely non-European peoples of the former Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). The course will review how traditional cultures in these areas changed during the years of Soviet rule and will examine the problems they face today with newly-gained independence or greatly increased autonomy. Nationality policies of the former Soviet Union will be discussed with a particular emphasis on how they affect the current territorial disputes and conflicts among different ethnic groups (e.g., the undeclared war between Armenia and Azerbaijan over the enclave of Nagorno-Karabagh).

Prerequisite: 101 or 102, or one unit in Political Science, Economics, Sociology, or History.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

ANTH 248 African Cultures: Peoples of the Greater Niger Basin

Explores the history and lifeways of several West African peoples, including the Mande, Fulani, Hausa, Songhai, Twareg, and Yoruba, highlighting the history of the great Sahelian empires of Ghana, Mali and Songhai and their ancient participation in world politics and commerce through the trans-Saharan caravan trade. Texts by African writers are read in counterpoint to Western ethnographic accounts. Topics include: iron smiths, liminality and creativity; Islam, pastoralism and ecology in the Sahel; history and the social construction of identity, gender, colonialism, inequality and contemporary insurrection movements.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 249 Traditional Societies of Post Conquest South America

This study of the social structure and culture of tribal peoples, agrarian communities, and peasants in cities focuses on the effects of colonialism: slavery, ethnocide, and the destruction of the rain forest in lowland South America (Brazil, Colombia, Venezuela, Ecuador, Peru).

Prerequisite: 101 or 102 or 100-level Sociology, Spanish or Political Science course.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

ANTH 269 The Anthropology of Gender Roles, Marriage and the Family

Ms. Merry

An examination of the variations in gender roles and family life in several non-Western societies. Comparisons of patterns of behavior and belief systems surrounding marriage, birth, sexuality, parenthood, male and female power, and masculine and feminine temperament in non-Western and Western societies. Emphasis on the ways kinship and family life organize society in non-Western cultures.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 271 Orientalizing Others: An Interdisciplinary Approach to Cultural Prejudices

Ms. Karakasidou

This course examines the images and representations that "Western" scholars, artists and journalists have created and disseminated concerning "other" non-Western cultures and societies. Students will critically examine recurrent but often subconscious portrayals of this sort in ethnography, films, history books, newspaper reports, and novels. It aspires to sensitize students not only to the roots of modern prejudices (such as cultural supremacy, nationalism, racism, sexism, etc.) but also to the ways in which their subtle expression finds its way into the ideology and world view of contemporary popular culture.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 275 Development and Society in the Third World

Examination of the social and political implications of the transfer and diffusion of technology from the industrial north to the third world, from urban to rural areas. Emphasis will be placed on the generation and diffusion of new technologies, particularly in agriculture. We will examine the economy-wide and village-level effects of new technologies and assess the degree to which they improve or worsen the welfare of poor people.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 276 Variations in Social Life: the Ethnographic Perspective

Ms. Karakasidou

Ethnographic writing remains the anthropological medium of socio-cultural representation. In this course, students will critically read "classic" ethnographies and engage themselves in the recent debates concerning their validity and objectivity. We will become familiar with essential anthropological topics as they appear in ethnographies, such as: culture and nature; economics and exchange; social organization and the structuring of power; gender dominance and resistance; ethnicity, nationality and the state; ideology and consciousness; post-colonial movements and political identity; as well as the postmodernist approaches and interpretation.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 277 Research Methods in Ethnology

The course is intended to introduce students to current issues in ethnographic method and theory by developing fundable research proposals. Students will be expected to take an idea and set of hypotheses, develop a workable research method to test the ideas (preferably using quantitative techniques), and develop a work plan to carry out and write up their research.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 301 Anthropological Theory

Ms. Karakasidou

This course introduces studnets to contemporary anthropology by tracing its historical development and its specific application in ethnographic writing. It examines the social context in which each selected model or "paradigm" took hold and the extent of cognitive sharing, by either intellectual borrowing or breakthrough. The development of contemporary theory will be examined both as internal to the discipline and as a response to changing intellectual climates and social milieux. The course will focus on each theory in action, as the theoretical principles and methods apply to ethnographic case studies.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring

ANTH 308 Seminar for Materials Research in Archaeology and Ethnology

Ms. Lechtman (at MIT)

Seminar-laboratory subject offered at MIT by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts and ecofacts.

Prerequisite: Open by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.0

ANTH 318 Race, Class, and Colonialism in America

Ms. Merry

During the nineteenth and twentieth centuries, the U.S. engaged in both territorial and overseas colonialism, processes shaped by distinctively American contours of race and class. This course examines American Colonialism in the light of changing ideas about race and class and American political and legal systems, using the colonization of Hawaii as a case study. Topics to be considered include an analysis of the impacts of slavery, conquest of the Native Americans, and immigration of Asians to California. The case study of Hawaii examines early contacts between Hawaiians and New England traders, whalers, and missionaries, processes of land alienation, the introduction of Western law and government, the emergence of the sugar plantation economy, the U.S. takeover of the islands, and the contemporary Hawaiian cultural renaissance and sovereignty movement.

Prerequisite: Two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 319 Nationalism, Politics, and the Use of the Remote Past

This seminar critically examines the use of prehistory and antiquity for the construction of accounts of national origins, historical claims to specific territories, or the exaggerated contributions and abilities of specific peoples. The course begins with an examination of the phenomenon of nationalism and the historically recent emergence of contemporary nation-states. It then proceeds comparatively, selectively examining politically motivated appropriations of the remote past that either were popular earlier in this century or have ongoing relevance for some of the ethnic conflicts raging throughout the world today. Particular reconstructions of national origins will be studied in depth, such as the Afrocentric model for the beginnings of the Western cultural tradition. The course will attempt to develop criteria for distinguishing credible and acceptable reconstructions of the past from those that are unbelievable and/or dangerous.

Prerequisite: One Grade II unit in Group B.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 342 Seminar: Native American Ethnology

Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native Americans in literature and art.

Prerequisite: 101 or 102 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

ANTH 346 Colonialism, Development and Nationalism: The Nation State and Traditional Societies

Ms. Merry

Examination of the impact of modern national political systems on traditional societies as these are incorporated into the nation state. Focus on the nature of development, colonialism, and dependency and the implications for cultural minorities, technologically simple societies, peasant populations, and the urban poor. Topics related to an understanding of the impact of world capitalism on indigenous peoples will be covered.

Prerequisite: Two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ANTH 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ANTH 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

AFR 235
Societies and Cultures of Africa: Historical, Cultural, and Political Perspectives

ARTH 260
North American Indian Art

LANG 114
Introduction to Linguistics

PEAC 259
Peace and Conflict Resolution

REL 361
Seminar. Religious Imagery in Twentieth Century India: Devotion, Art, Commodity and Politics

Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which at least one unit of 101/102 or the former 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. We recommend Introduction to Social Science Data Analysis in the sociology department. Students may also elect other relevant statistics or calculus courses, depending on the particular need and interest of the student.

Students who wish a minor in Anthropology must take five courses: 101/102 or the former 104, two 200-level courses, and two 300-level courses. Students are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

Architecture

AN INTERDEPARTMENTAL MAJOR

Directors: *Friedman, Harvey*[A1]

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with a broad range of subjects in the humanities, sciences, and social sciences. Students may also elect courses in studio art, mathematics, and physics which lead to appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

Each student designs her program of study individually in consultation with the directors. Majors are required to take ARTH 100-101 (100, before 1994-95), and ARTS 105. In addition, four courses above the Grade I level and two Grade III courses must be taken in the Department of Art. At least three of these Art courses (including one at Grade III level) must be taken at Wellesley College.

Students may include selections from the list below in their core programs.

ARCH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARCH 360 Senior Thesis Research

Prerequisite: By permission of director. See pp. 73-74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARCH 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

History of Art

ARTH 100
Introduction to the History of Art: Ancient and Medieval

ARTH 101
Introduction to the History of Art: Renaissance to the Present

ARTH 203
Cathedrals and Castles of the High Middle Ages

ARTH 223
The Decorative Arts

ARTH 228
Nineteenth and Twentieth Century Architecture

ARTH 229
Renaissance and Baroque Architecture

ARTH 231
Architects and Buildings of Nineteenth Century North America

ARTH 233
Domestic Architecture and Daily Life

ARTH 235
Landscape and Garden Architecture

ARTH 245
The Garden in Asia

ARTH 247
Islamic Architecture and Related Arts, 1250 to 1700

ARTH 309
Seminar. Problems in Architectural History

ARTH 320
Seminar. American Architecture

ARTH 323
Seminar. Studies in Decorative Arts. Josephine and the Arts of the Empire

ARTH 332
Seminar. Medieval Art

ARTH 334
Seminar. Issues in Ancient Art and Archaeology

ARTH 335 /MUS 335
Seminar. Problems in Modern Art. Cold War Modern

ARTH 338
Seminar. Latin American Art

ARTH 340
Seminar. Topics in American Art

Studio Art

ARTS 105
Drawing I

ARTS 109
Basic Two Dimensional Design

ARTS 113
Basic Three Dimensional Design

ARTS 207
Sculpture I

ARTS 217
Life Drawing

ARTS 307
Sculpture II

ARTS 314
Advanced Drawing

MIT

4.101
Introduction to Architectural Design I

4.104
Introduction to Architectural Design II

4.125
Architectural Design: Level I (2 Wellesley units)
Prerequisite: 4.101 and 4.104

4.126
Architectural Design: Level I (2 Wellesley units)
Prerequisite: 4.125

4.401
Introduction to Building Technology

Mathematics

MATH 115
Calculus I

MATH 116
Calculus II

MATH 205
Intermediate Calculus

Physics

PHYS 104
Basic Concepts in Physics I with Laboratory

PHYS 107
Introductory Physics I with Laboratory

Art

Professor: *Armstrong, Carroll, Clapp, Dorrien, Fergusson, Friedman, Harvey*[A2], *Marvin, O'Gorman (Chair), Rayen, Wallace*[A1]

Visiting Professor: *Freed*

Associate Professor: *Berman, Higonnet, McGibbon*[A], *Spatz-Rabinowitz (Director, Studio Art)*

Assistant Professor: *Bedell, Black, Mekuria, Oles, Ribner, Wilson*

Lecturer: *DeLorme, Fryhle, Harleman, Rhodes, Taylor*

Applied Arts Instructor: *M. Black (1), Hablanian (2)*

The Department of Art offers majors in the History of Art, Architecture, Studio Art, and Art History and Studio Combined, and minors in the History of Art and Studio Art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or the summer.

Students with disabilities who will be taking art courses and who need disability-related classroom or testing accommodations are encouraged to meet with the department chair to make arrangements.

All courses in the Art Department (with the exception of 350, 360, 370) fulfill the Group A distribution requirement.

History of Art

ARTH 100 Introduction to the History of Art: Ancient and Medieval Art

The Staff

A foundation course in the history of art, part 1: the earliest sources for our contemporary world. An introduction to the visual cultures of the Ancient and Medieval worlds of North Africa, Europe, the Middle East, and Asia, using key issues and monuments as the focus of discussion. Two lectures and one conference section per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 100/WRIT 125 05, 06 Introduction to the History of Art: Ancient and Medieval Art

Ms. Bedell

A foundation course in the history of art, part 1: the earliest sources for our contemporary world. An introduction to the visual cultures of the Ancient and Medieval worlds of North Africa, Europe, the Middle East, and Asia, using key issues and monuments as the focus of discussion. Students in this section of ARTH 100 will attend the same twice-weekly lectures and weekly conferences as the other ARTH 100 students, but their assignments will be different, and they will attend a fourth meeting each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 101 Introduction to the History of Art: Renaissance to the Present

The Staff

A foundation course in the history of art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Asia, Africa, and the Americas beginning with the Renaissance, using key issues and monuments as the focus of discussion. Two lectures and one conference section per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: ARTH 100 and 101 can be selected separately, but students are advised to elect ARTH 100 before ARTH 101.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 101/WRIT 125 03 Introduction to the History of Art: Renaissance to the Present

Mr. Rhodes

A foundation course in the history of art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Asia, Africa, and the Americas beginning with the Renaissance, using key issues and monuments as the focus of discussion. Students in this section of ARTH 101 will attend the same twice-weekly lectures and weekly conferences as the other

ARTH 101 students, but their assignments will be different, and they will attend a fourth meeting each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 202 Medieval Representational Arts

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 203 Cathedrals and Castles of the High Middle Ages

Mr. Fergusson

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 211/AFR 231 African Art

The Staff

A survey of the major artistic traditions of Africa, from prehistory to the present. Focus will be on ancient African art, art and gender, and contemporary practices. Museum visits to the Peabody Museum at Harvard, the Metropolitan Museum, and the Museum of African Art in New York. *Students may register for either ARTH 211 or AFR 231. Credit will be given in the department in which the student is registered.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 219 Nineteenth Century Arts from the French Revolution to Impressionism

Ms. Higonnet

A lecture course on the history of art in Europe from 1789 to the 1890s. Beginning with the upheavals of the French Revolution and ending with the triumph of Impressionism, this course studies painting, sculpture, prints, and photography in their cultural context.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 220 Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

A study of Italian and Spanish painting and sculpture from early Mannerism through the Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Velasquez.

Prerequisite: Open to sophomores who have taken 100 and 101, and to juniors and seniors without prerequisite.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 221 Court, City and Country: Seventeenth Century Dutch and Flemish Painting

Ms. Carroll

A survey course focusing on Flemish artists painting for the Baroque courts of Europe (Rubens and Van Dyck) and on Dutch artists painting during the Golden Age of the Dutch Republic (Rembrandt, Vermeer, Ruisdael).

Prerequisite: None. ARTH 101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 222 Art, Science, and Nature in the Early Modern Era

This course will study how European artists of the early modern period registered changes in the ways in which their contemporaries understood the structure of the universe, man's place in the cosmos, human physiology and psychology, and the "natural" foundations of social life. The course will consider art-works of the 16th, 17th and 18th centuries in the following thematic groupings: l) the heavens and the earth; 2) animals and humans; 3) races and civilizations; 4) body and soul; 5) gender and sexuality.

Prerequisite: None. ARTH 100–101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 223 The Decorative Arts

Art of the French Interior. A study of the great styles, including: the opulent Gothic age; the dazzling Valois dynasty; the multifaceted artistry of Versailles under the Sun King, Louis XV and the Marquise de Pompadour, with emphasis upon the influential patronage of Marie-Antoinette; Napoleon and Josephine's dramatic Empire; Art Nouveau in France and Europe; Art Deco and the designs of Sonia Delaunay. Outstanding French interiors are studied as the context for fêtes, unrivaled furnishings, painting, sculpture, textiles, porcelain, silver, fashion, and jewelry. Trip to Metropolitan Museum, New York.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 224 Modern Art to 1945

A survey of modern art from the 1880s to World War II, examining the major movements of the historical avant-garde (such as Cubism, Expressionism, Dada, and Surrealism) as well as alternate practices. Painting, sculpture, photography, cinema and the functional arts will be discussed, and critical issues-including the art market, gender, national, and cultural identities-will be examined.

Prerequisite: None. ARTH 100–101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 225 Modern Art Since 1945

Ms. Berman

A survey of art since World War II, examining painting, sculpture, photography, performance, video, film, conceptual practices, and the mass media. The course is international in scope, although the primary focus is on the arts of the U.S. Critical issues to be examined include the art market, multiculturalism, the politics of identity, feminist art practices, and artistic freedom and censorship.

Prerequisite: None. ARTH 100 and 101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 226 History of Photography: From Invention to Advertising Age

Ms. Berman

Photography is so much a part of our private and public lives, and it plays such an influential role in our visual environment, that we often forget to analyze its aesthetics, meanings, and histories. This course provides an introduction to these analyses by examining the history of photography from the 1830s to the present. Considering fine arts and mass media practices, the class will examine the works of individual practitioners as well as the emergence of technologies, markets, and meanings.

Prerequisite: None. ARTH 100 and 101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 228 Nineteenth and Twentieth Century Architecture

Ms. Friedman

A survey of the major movements in architecture in Europe and the United States from Neoclassicism to the present.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 229 Renaissance and Baroque Architecture

A survey of building in Italy, Spain, France, and England from 1400 to 1800 with special emphasis upon its relevance to the study of the architecture of United States.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 231 Architects and Buildings of Nineteenth Century North America

Mr. O'Gorman

Lectures and readings on the development of the architecture of the United States from Thomas Jefferson to Frank Lloyd Wright. In addition to personalities and styles, the course will focus on the history of the profession, of architectural graphics, of mechanical and structural technologies, of the rise of cities and the sprawl of suburbs.

Prerequisite: ARTH 101, or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 232 American Painting from the Puritans to World War II

Ms. Bedell

The study of American art has undergone radical transformations in the last decade. An explosion of recent scholarship has introduced new approaches, posed new questions, and proposed new answers. Looking at the works of artists such as John S. Copley, Winslow Homer, John S. Sargent, Mary Cassatt, Georgia O'Keeffe, and Jacob Lawrence, the course will draw on this new scholarship to examine issues such as the place of the artist in American society, the intersection of art and politics, and the role art plays in establishing gender roles and social status. Field trips to area collections.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 233 Domestic Architecture and Daily Life

Ms. Friedman

A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 234 Topics in Nineteenth Century Art

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 235 Landscape and Garden Architecture

Mr. Fergusson

An examination of the major formal and ideological developments in landscape and garden architecture from the Renaissance to the present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 238 Forging Identities in Mexico: From the Maya to the Modern Era

Mr. Oles

A survey of visual culture in Mexico from the ancient Maya to the urbanization and industrialization of the 1940s. Across this 3000 year spectrum of cultures, peoples, and historical events, we will examine one continuous thread: how art has been used to promote cultural or national identity. Issues to be addressed include official patronage of public art, the representation of power, the construction of race and gender, and the myths that have shaped, and continue to shape, "Mexican" identity.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 239 Colloquium on Latin American Art and Culture.

Mr. Oles

Topic for 1997–98: Imaging Mexico and the Border in the 20th Century. This multidisciplinary course will examine North American images of Mexico and the U.S.-Mexican border as a model for understanding how Americans view other nations, as well as how a nation can "construct" its own identity in part for an American audience. To understand the complex and often contradictory relationship between the two countries, we will look critically at a variety of cultural manifestations, including world's fairs, art exhibitions, fiction, tourist propaganda, murals, and films. *Enrollment limited to 20.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 241 Egyptian Art

Ms. Freed

A survey of Egyptian and Nubian architecture, sculpture, painting and minor arts focusing on Egypt's New Kingdom, and specifically the age of Akhenaten and Nefertiti. Several class meetings will take place in the Egyptian and Nubian galleries at the Museum of Fine Arts.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 242 Greek Art

Greek art from the Dark Ages to the death of Cleopatra. The course is an historical survey of the arts of Greece in this period, but special attention is paid to sculpture. The influence of classical form on later Western art is also considered.

Prerequisite: ARTH 100 (Fall), or a course in Greek or Classical Civilization, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 243 Roman Art

Ms. Marvin

Topic for 1997–98: Roads to Rome: Building the Roman Empire. The Roman Empire was a successful institution not solely because it had an unbeatable army, but also because it offered its subjects a culture they wanted to participate in. This course will examine Roman public monuments, decode the propaganda messages in them, and show how the imperial program of propaganda art and public works turned the whole of the Mediterranean basin and Europe as far north as Britain into places where people led Roman lives. Field trips to the Boston Museum of Fine Arts.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 245 The Garden in Asia

Mrs. Clapp

A study of the principle forms and symbolism the garden has taken in Asia, comparing the gardens of Mughal India, China, and Japan. Special themes will be the Indian garden as paradise and center of the world, the Chinese garden as land of the immortals and as private precinct of the scholar, the Japanese garden as mirror of Zen teachings, and the use of the garden everywhere to signify imperial power. We will examine actual surviving monuments, period paintings of gardens, and literary sources, with digressions on the dangers which each kind of evidence offers.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 246 The Arts of Greater India

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 247 Islamic Architecture and Related Arts, 1250 to 1700

This course provides an introductory survey of Islamic architecture, architectural decoration and the representation of architecture in miniature painting. It covers the period starting with the devastating Mongol invasions—which changed the established world order from the borders of eastern Europe to China—focusing especially on the three great pre-modern empires based in present-day Turkey, Iran and India. Whenever appropriate, a cross-cultural approach will be emphasized.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 248 Chinese Painting

A study of the themes and styles of Chinese painting with special attention to the expression of Chinese philosophical and social ideals. The course will examine the magical and political function of early figure painting, the conquest of naturalism in the classical art of the Sung dynasties, and the scholars' painting of the later dynasties. Study of and visits to the collections of the Boston Museum of Fine Arts and Sackler Museum.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 249 Arts of Japan

Mrs. Clapp

This course will examine the sculpture and painting of Japan from the early period under Buddhist domination to the eighteenth century woodblock print. We will trace Japan's early cultural ties to India, China, and Korea; and the later development of native Japanese styles in the narrative handscroll, the screen paintings of the great decorators, and the emergence of genre in prints and painting. We will pay special attention to the impression made on the visual arts by the religious and social thought of Japan. Study of and papers on the collections of the Museum of Fine Arts, Boston, and the Sackler Museum at Harvard.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 250 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

Ms. Armstrong

The course will emphasize the magnificent decoration of French and Italian books in the later Middle Ages and Renaissance periods. Topics will include the construction of manuscripts; kinds of religious and non-religious books that were illuminated; styles of manuscript decoration; royal, aristocratic and religious patrons of manuscripts; and the impact of printing on the art of book decoration. Original medieval manuscripts and early printed books in the Wellesley College Library will be studied, and a session demonstrating how books are printed is planned.

Prerequisite: None. ARTH 100 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 251 Italian Renaissance Art, 1400–1520

Ms. Armstrong

The major artists who created the Italian Renaissance style are considered in their cultural context. Topics include the formation of the Renaissance style by Masaccio and Donatello; functions of religious art; the revival of subjects and forms based on Classical Antiquity; patronage by the Medici family in Florence and the Papacy in Rome; and the development of the High Renaissance by Leonardo da Vinci, Raphael, and Michelangelo.

Prerequisite: None. ARTH 100 and 101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 260 North American Indian Art

Mr. Wallace

A survey of North American Indian art, artifacts, and building from the earliest Paleo-Indian arrivals to the present. Emphasis will be placed on the Indian cultures of New England and New York State, the Mississippi and Ohio River valleys, the American Southwest, and the Pacific Northwest Coast. The works studied will include spear and arrow points, tools, weapons, shelters, clothing, masks, pottery, weaving, ornament, metal work, jewelry, painting, sculpture, and architecture.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 262/AFR 262 Introduction to African-American Art

The Staff

An historical survey of outstanding artists, paying special attention to issues of style, group affiliation, and ideological expressions. Differences and interrelationships between African American and European American art will be explored. *Students may register for either ARTH 262 or AFR 262. Credit will be given in the department in which the student is registered.*

Prerequisite: None. ARTH 101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 298/GERS 298 (Wintersession in Vienna) Turn-of-the-Century Vienna: Encountering the Arts

Mr. Rhodes (Art Department)

In the last decade of the 19th, and the first two decades of the 20th century, the capital of the Austro-Hungarian Empire witnessed a remarkable florescence of the arts. This creative renaissance undertook both a subversive critique of establishment culture and a radical project to redesign life for the modern age. The innovative aesthetic strategies include: rejecting decoration and decorum to expose the fundamental and the repressed; exploring the sordid and the extreme; generating provocative new artistic vocabularies and compositional systems. We will survey the fruits of this modernist breakthrough in the paintings of Klimt, Schiele, and Kokoschka; and in the architecture and design of Loos, Wagner, and Hoffmann. The works of these artists and their contemporaries will be the focus of our studies in Vienna. These works in their cultural context will lead us to consider some of the most important monuments of earlier periods as well. *Taught in English. Students may register for either ARTH 298 or GERS 298. Credit will be given in the department in which the student is registered.*

Prerequisite: This course is open to students enrolled in the German 202 section that will be taught in Wintersession-in-Vienna (January 1998). The course is designed to augment the language study of the German 202 class and is required of students who participate in the program.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Wintersession Unit: 0.5

ARTH 299 Museum Education

Ms. Fryhle

This course surveys the historical and philosophical foundations of American museums from the 1870s to the present in order to provide a context in which to consider critically the educational mission of the Davis Museum and Cultural Center. Lectures, class discussions, and outside readings examine the ethics and social politics of museums' roles in public service. Written and oral assignments on objects in the Museum enable students to apply their knowledge of art history and education theory to experiential learning in a museum setting. After successfully completing the course, students must attend Monday morning Docent Program meetings throughout the spring semester in order to receive 0.5 credit.

Prerequisite: None. ARTH 100 and 101 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Wintersession Unit: 0.5

ARTH 304 Seminar. Italian Renaissance Sculpture

Donatello and Michelangelo. The long careers of both Donatello (1386–1466) and Michelangelo (1475–1564) will be examined in their cultural and artistic contexts. Subjects covered will include Donatello's command of diverse media (marble, bronze, wood) in contrast to Michelangelo's preoccupation with marble; sculptures with religious and mythological subjects; impact of the revival of Classical Antiquity on both sculptors; tombs and commemorative statues; patronage by the government of Florence, by the Medici family, and by religious institutions including the Papacy.

Prerequisite: Open by permission of the instructor. Recommended prerequisites: 200 or 300 level courses in Medieval, Renaissance, or Baroque art or history. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 305 Seminar. The Graphic Arts

A history of prints and visual communication from the time of Gutenberg to the present. Among the master printmakers studied will be Dürer, Parmigianino, Rembrandt, Ribera, Hogarth, Goya, Gauguin, Munch and Picasso. Careful study of original prints in the Wellesley College collections, and field trips to public and private collections. *Laboratory required.*

Prerequisite: Open to sophomores, juniors and seniors who have had at least one 200-level art course involving the history of painting.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 309 Seminar. Problems in Architectural History

Ms. Friedman

Topic for 1997–98: Architects and Clients: How Architecture Happens. Through comparative case studies ranging from the sixteenth century to the present, this seminar examines various factors—aesthetic values, social history, gender, economics, and cultural attitudes—that contribute to the design of significant buildings.

Prerequisite: Permission of instructor required. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 311 Northern European Painting and Printmaking

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 312 Seminar. Topics in Nineteenth Century Art

Ms. Higonnet

Topic for 1997–98: "Impressionism." A seminar on the avant-garde French painting movement called Impressionism. Initiated as a group movement by six men and two women—Caillebotte, Degas, Monet, Pissarro, Sisley, Renoir, Cassatt, and Morisot—Impressionism participated with its forms, content, and practices in the advent of our modern culture. The course will therefore examine the biographies of the Impressionists and the evolution of their artistic work in the context of nineteenth-century urbanism, individualism, class conflict, and gender relations, as well as the more specific history of art institutions.

Prerequisite: ARTH 101 or any 200-level course in the department. Permission of instructor. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 320 Seminar. American Architecture

Mr. O'Gorman

Topic for 1997–98: Architecture in Boston. We will study the urban and architectural development of Boston from its founding in the early seventeenth century to the "Big Dig." Lectures by local authorities and field trips to Boston sites will augment readings in documentary and secondary sources, the study of architectural drawings, investigation of the history of architectural education and the profession, study of individual architects, monuments, and urban complexes, and other topics.

Prerequisite: Priority given to advanced Art, Architecture, and American Studies majors. Permission of instructor required. File application in the department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 323 Studies in Decorative Arts

Ms. DeLorme

Topic for 1997–98: Josephine and the Arts of the Empire. No woman in history, perhaps, had ever been called upon to play a role as dramatic, rewarding, and (ultimately) heartbreaking as the Empress Josephine. As consort to Napoleon, she conducted her life to a counterpoint of brilliant military campaigns which changed the map and culture of Europe. Napoleon's frequent absences left Josephine to preside alone over a court where she received European leaders and Napoleon's "aristocracy of merit." This course will consider Josephine as diplomat, arbiter of taste and culture, and as co-director of the arts of the Empire, France's last great historic style. Topics include history, personalities, architecture, gardens, art collections, painting, sculpture, porcelain, silver, fashion and jewelry. Field trips including day trip to New York. Although a lecture course, class will participate in discussions.

Prerequisite: None. ARTH 101 or ARTH 223 is recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 325/ENG 325 Seminar. Fallen Bodies: Visions of Human Imperfection in Early Modern Europe

Ms. Carroll (Art History), Ms. Mikalachki (English)

What happened to the body after the Fall? Artists and writers in Early Modern Europe took up the problem, on the one hand, of trying to imagine human perfection before the Fall, and on the other hand, of trying to account for bodily imperfection, difference, and suffering, as a consequence of the Fall. This course examines both aspects of this imaginative enterprise, with emphasis on questions of gender and sexuality, beauty and deformity, health and disease, and emerging concepts of race and ethnicity. Works of art by Dürer, Leonardo, Bosch, Bruegel, Rubens, and Rembrandt. Works of literature by Milton and Shakespeare, including Books 1, 2 and 4 of *Paradise Lost*, and *Hamlet, King Lear* and *The Tempest. Students may register for this course as either ARTH 325 or ENG 325. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructors is required. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 330 Seminar. Renaissance Art in Venice

Ms. Armstrong

Venetian Renaissance artists glorified Venice as the center of a great spiritual, cultural and political empire. The seminar will explore how Giorgione, Titian, Tintoretto and others represented contemporary religious beliefs; portrayed political rulers and their wives; reflected economic and cultural ties to Northern Europe and to Islamic countries of the Eastern Mediterranean; and participated in the cultural revival of classical antiquity.

Prerequisite: Any 200-level course in Medieval, Renaissance, or Baroque art, history or literature; or two Units of art history at the 200 level. Permission of instructor required. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 331 Seminar. The Art of Northern Europe

Ms. Carroll

Topic for 1997–98: Gender and Power. The seminar will consider a series of works dating from the 15th through the 20th centuries in relation to contemporary notions regarding sex, gender and political power. The premise for our investigation of works by Van Eyck, Botticelli, Titian, Rubens, Rembrandt, Watteau, Manet, and Picasso, among others, is that, at a given historical moment, figurations of sexual and domestic relationships serve as paradigmatic expressions of political and economic beliefs. While undertaking close formal and iconographic analyses of these works, we will also be reading contemporary political and social theorists (including Machiavelli, Locke, Rousseau, Marx).

Prerequisite: ARTH 101 or by permission by the instructor. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 332 Seminar. Medieval Art

Mr. Fergusson

Topic for 1997–98: Sacred Sites in Medieval Europe. Chartres and Vézelay in France, and Canterbury in England drew pilgrims across medieval Europe to converge on the Holy in the depths of their imposing sanctuaries. The experience was dramatically structured by architecture, stained glass, and sculpture, and through the rituals of the pilgrimage itself. The seminar seeks to understand the different manifestations of the arts at these sites of convergence, and the process by which they were conceived by patrons, experienced by pilgrims, and conditioned by economic and urban forces.

Prerequisite: Permission of instructor. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 333 Seminar. Baroque Art

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 334 Seminar. Issues in Ancient Art and Archaeology

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 335/MUS 335 Seminar. Problems in Modern Art

Ms. Berman (Art History), Mr. Brody (Music)

Topic for 1997–98: Cold War Modern. This course examines the artistic avant-gardes in the U.S. in the decade following World War II. Co-taught by a composer and an art historian, it considers the intersection of Abstract Expressionism and progressive music with national politics, and with notions of freedom, individuality, and gender and class relations from 1945 to 1960. The seminar will work closely with the Davis Museum collection and will travel to New York to visit the Village Vanguard and the Jackson Pollock exhibition at the Museum of Modern Art. *Students may register for either ARTH 335 or MUS 335. Credit will be given in the department in which the student is registered.*

Prerequisite: ARTH 225, MUS 209 or 213, or by permission of the instructors. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 336 Seminar. Museum Issues

Ms. Harleman

An investigation of issues related to art museums. Topics include: the history, theory, and politics of public museums; the symbolism of museum architecture; poetics and politics of museum collecting and display; museums and their communities; exhibition controversies; legal issues; and the art market. Students will be exposed to behind the scene practices at the Davis Museum and Cultural Center for art acquisition, care, installation, and interpretation. Visits will be made to other museums.

Prerequisite: Permission of instructor required. File application in the department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 337 Seminar. Topics in Chinese Painting

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 338 Seminar. Topics in Latin American Art

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 340 Seminar. Topics in American Art

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTH 345 Seminar. Methods of Art History

Ms. Higonnet

A seminar on approaches to the understanding of visual art. What are the ways in which art has been defined, evaluated, theorized, and researched? Approaches include connoisseurship, iconography, Marxism, psychoanalysis, semiotics, gender and ethnicity studies, and cultural studies. Critical reading, discussion, and writing will be stressed.

Prerequisite: Limited to juniors and seniors who have taken one 200-level unit in the department. Open by permission of the instructor. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 350 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and the department chair.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTH 360 Senior Thesis Research

Prerequisite: By permission of the department. See pp. 73–74, Honors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTH 362 Seminar. Postmodern and Postcolonial Art and Criticism

The Staff

The year 1945 is a historical landmark in cultural and visual theory. 1945 witnessed the end of the Second World War, the beginning of the Cold War and the struggles by colonized peoples for independence. The experiences of fascism and Nazism, and colonialism led to a reconsideration of Western theories of art and criticism. This course explores how these and other events in the global theater manifested themselves in the works of artists such as Picasso, Kruger, Basquiat and Pindell, as well as postmodern and postcolonial critics including Adorno, Sartre, Cessaire, Fannon, Foucault, Derrida and Said.

Prerequisite: 101 or 224 or 225 or by permission of instructor. File application in department.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998-99. Unit: 1.0

ARTH 364 Women Filmmakers: History and Theory of Subversion

Ms. Mekuria

A survey of the history of women filmmakers, and the evolution of feminism and feminist film theory. This course will review the development of international mainstream as well as independent women's cinema, explore the positioning of women in classical Hollywood films, and consider the impact of feminism and feminist film theory on women filmmakers in particular and the film industry in general. Includes weekly screenings and analysis of films by international women directors.

Prerequisite: One of the following courses: ARTH 224, 225, 226; or WOST 120 or 122; or by permission of instructor. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 370 Senior Thesis

Prerequisite: 360.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

Boston Museum of Fine Arts Seminars

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts to students in Boston area colleges and universities. These are held in the Museum and use objects from the collections for study. *Admission to Museum Seminars is by permission of the instructor at the Museum only. Call the instructor for information about the day and time of classes and application procedures as the class size is limited.*

ARTH 393 American Art in the Jazz Age

Ms. Carol Troyen
Associate Curator, American Paintings
(369-3405)

The American avant-garde in the period between the two World Wars was both revolutionary and combative, determined to forge a radical style that was in tune with European innovations yet also clearly American. This seminar will examine the achievements of artists such as Stuart Davis, Marsden Hartley, Charles Sheeler, and Charles Demuth against the background of more conservative movements of the era—American Impressionism, the colonial revival—as well as in the light of the lively culture generated by bohemian writers, patrons, critics, and political activists. Students should be prepared to work extensively with original works of art—primarily the paintings in the Lane Collection of American modernism, but also photographs and watercolors—and to engage in original research.

Prerequisite: Limited to 10 students. Previous coursework in American art recommended. Admission to Museum Seminars is by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 395 Survey of American Silver: Colonial Period to the Present

Ms. Jeannine Falino
Assistant Curator, Department of American Decorative Arts and Sculpture (369-3216)

A stylistic survey of American silver from colonial times to the present, this course will offer a thorough visual understanding of the subject. Readings and class discussions of relevant cultural, historical, and technological developments will provide the social fabric against which the art will be examined. The importance of patronage also will be addressed, as most domestic, ecclesiastical, and presentation silver was fashioned at the request of specific patrons. Practical exposure to the material will take place in several ways. Students will have the opportunity to handle works of art from the MFA collection in order to understand better the technical and aesthetic issues in the fabrication of silver. The instructor is currently working on a catalogue of the Museum's American silver collection for publication; students will complete research projects for the catalogue. At least one field trip is planned, possibly to a modern silversmithing plant, such as Reed and Barton in Tauton. Students may also elect to visit one of the nearby metalsmithing programs, such as that at the Massachusetts College of Art, where they will meet artists, see their work in progress, and learn about the nature of the field today. *Limited to 10.*

Prerequisite: Upper level undergraduates or graduate students. Coursework in American art or history recommended. Admission to Museum Seminars is by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 396 Greek Art from the Bronze Age to the Orientalizing Period

Ms. Pamela Russell
Research Associate, Department of Classical Art (369–3256)

Using the extensive collections of the Classical Department, this seminar will trace the development of Greek art from about 3000 B.C. to about 600 B.C. Art of the Greek Bronze Age from the Cyclades, Minoan Crete, and Mycenaean Greece will be examined with particular emphasis on the Museum's strengths in Minoan stone vessels, Minoan and Mycenaean seals, and Mycenaean pottery. The transition from the Bronze Age to the Iron Age will be discussed, and the emergence and nature of the Geometric style will be analyzed. The Museum's well-known works of art from the Late Geometric and Orientalizing periods, including the bronze Mantiklos Apollo and several Protocorinthian vases, will be examined for the issues they raise about the history of Greek economy and religion, as well as for the history of art. The seminar will conclude with a survey of the contributions of the early phases of Greek art to subsequent developments in the Archaic and Classical periods. *Limited to 15 students.*

Prerequisite: Introduction to classical art strongly recommended. Seminar designed as an upper-level course for advanced undergraduates and graduate students. Admission to Museum Seminars is by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 398 Native American Ceramics of the Southwest, Prehistoric to Contemporary.

Ms. Linda Foss Nichols
Department of American Decorative Arts and Sculpture (369–3444)

Pottery from the Pueblos and the ancestral cultures that preceded them will be studied as expressive works of art representing the history, lifeways, and environment of those cultures. Emphasis will be placed on discovering the layers of meaning within the form and iconography of the vessels. Problems of identification, interpretation, and methodology will be discussed in close relation to the Museum's collection. *Limited to 12.*

Prerequisite: Admission to Museum Seminars is by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

Cross-Listed Courses

For Credit

A maximum of two of these courses may be counted toward the minimum major or minor.

AFR 207

Images of Africana People through the Cinema

AFR 222

Images of Blacks and Women in American Cinema

ANTH 308

Seminar for Materials Research in Archaeology and Ethnology

CHIN 243

Chinese Cinema

EXTD 231

Interpretation and Judgment of Films

EXTD 299

Propaganda and Persuasion in the Twentieth Century

FREN 240

Images of Women in French Film

FREN 314

Cinema

GER 244/344

German Cinema 1919–1945 (in English)

GER 246/346

History and Memory in New German Cinema (in English)

ITAL 249

The Cinema of Transgression (in English)

ITAL 261/361

Italian Cinema (in English)

PHIL 203

Philosophy of Art

REL 361

Seminar. Religious Imagery in Twentieth Century India: Devotion, Art, Commodity and Politics

SOC 216

Sociology of Mass Media and Communications

SOC 232

Visualizing Inequality: Exploration through Documentary Film

SPAN 265

Introduction to Latin American Cinema

SPAN 315

Seminar: Luis Buñuel and the Search for Freedom and Morality

Studio Art

Studio courses meet twice a week for double periods. Enrollments are limited.

ARTS 105 Drawing I

The Staff

An introduction to the fundamentals of drawing with attention to the articulation of line, shape, form, gesture, perspective and value. Studio work introduces a range of traditional drawing tools and observational methods while exploring a variety of approaches to image making and visual expression. In-class drawing exercises and weekly homework assignments address a range of subjects, including the human figure.

Prerequisite: Open to all non-seniors. Seniors must obtain permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 108 Photography I

Ms. Black and Staff (Fall, Spring)

Photography as a means of visual communication. Emphasis on learning basic black-and-white technique of camera and darkroom operation and on critical analysis of photographs. Problems dealing with technical, design and aesthetic issues of image-making.

Prerequisite: Preference given to non-seniors, Art Department majors and minors. Permission of instructor required. File application in department before preregistration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 109* Basic Two Dimensional Design (*formerly 209)

Mr. Wilson (Fall), Ms. Spatz-Rabinowitz (Spring)

Why do some images seem to have greater visual impact than others? How can we express our ideas more clearly using visual means? This studio course considers the basic elements of design (i.e. line, shape, space, value, color) and examines the fundamental issues behind composing an image. Studio projects emphasize formal problem solving skills as a means of achieving more effective visual communication and personal expression. Weekly assignments address a range of two dimensional media.

Prerequisite: Open to all non-seniors. Seniors must obtain permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 113* Basic Three Dimensional Design (*formerly 213)

Mr. Dorrien

Introduction to three-dimensional design stressing various formal and spatial concepts related to sculpture, architecture and product design. A wide range of materials will be handled in completing several preliminary problems as well as constructing a final project.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 165 Introduction to Video Production

Ms. Mekuria

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing and editing short videos.

Prerequisite: Permission of instructor required. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 204 Painting Techniques

A survey of significant techniques and materials related to the history of Western painting. Students will work with gold leaf, egg tempera, Venetian oil technique, direct oil technique, acrylic, encaustic, and pastel. Emphasis is on the technical aspects of these media and their role in stylistic change. Studio art majors as well as art history majors are encouraged to enroll.

Prerequisite: Permission of instructor required. File application in department before pre-registration. Preference given to Art Department majors and minors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTS 207 Sculpture I

Mr. Dorrien

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone and metals, with an introduction to basic foundry processes. Work from the figure, with direct visual observation of the model, will be emphasized. Studio fee of $50.

Prerequisite: ARTS 105 or 113* (*formerly 213) or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 208 Photography II

Ms. Black

Strong emphasis on development of personal photographic vision. Exposure to use of various camera formats and lighting equipment. Exploration of film developing processes and printing techniques. Weekly critiques of students' work.

Prerequisite: ARTS 108 or permission of instructor. Preference given to Art Department majors and minors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 210 Color

Mr. Rayen

Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 212 Introductory Printmaking

Mr. Wilson

An exploration of the major concepts and traditional methods of printmaking, including relief, lithography, intaglio, and monoprinting. Emphasis put towards the development of creative problem solving skills through the use of printmaking tools and techniques. Class activities include considerable hands-on investigation, in-progress discussion and collaborative interaction. Each student participates in a print exchange portfolio, in addition to completing individual assignments utilizing the major printmaking media. Studio Fee of $35.

Prerequisite: ARTS 105 or 109* (*formerly 209).
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 214 Electronic Imaging

Ms. Ribner

Students will be introduced to the basic skills required to use the computer as an art-making tool, and will examine the impact of the computer on art and artists. Traditional art media (photography, drawing, collage, and printmaking) will be used as a foundation and as reference points. There will also be the opportunity to mix traditional and electronic media in final projects. Studio fee of $35.

Prerequisite: ARTS 105 or 108 or 109* (*formerly 209) or 210. Permission of instructor required. File application in department before pre-registration. Preference will be given to Studio Art majors and minors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 215 /CS 215 The Art and Science of Multimedia

Ms. Ribner, Mr. Metaxas (Computer Science)

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration of fields that had been unrelated until recently. This course, team-taught by faculty of both the Art and Computer Science Departments, provides the students with a unique opportunity of being exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; editing. In addition to scheduled assignments and homework, students are expected to produce a professional-level multimedia projects that will be published on CD-ROM. *Students may register for either ARTS 215 or CS 215. Credit will be given in the department in which the student is registered.*

Prerequisite: Admission by instructors' permission only. File application in department before pre-registration. Recommended courses include at least one of the following: CS 110, CS 111, ARTS 105, ARTS 108, ARTS 109* (*formerly 209).
Distribution: Arts, Music, Theatre, Film, Video or Mathematical Modeling
Semester: Spring Unit: 1.0

ARTS 217 Life Drawing

Ms. Harvey

Understanding the human figure by direct observation of and drawing from the model. A highly structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-class drawings as well as homework assignments. Dry and wet media as well as work on a variety of scales. Recommended for architecture majors as well as studio art students who intend to do further work from the figure.

Prerequisite: ARTS 105. Not open to students who have taken ARTS 316.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 218 Introductory Painting

Staff (Fall), Mr. Rayen (Spring)

A study of basic forms in plastic relationships, emphasizing direct observation in a variety of media.

Prerequisite: ARTS 105 or 109* (*formerly 209) or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 265 Intermediate Video Production

Ms. Mekuria

Designed to explore the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on story telling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries.

Prerequisite: ARTS 165 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 307 Sculpture II

Mr. Dorrien

Continuation on a more advanced level of sculptural issues raised in Sculpture I. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. Studio fee of $50.

Prerequisite: ARTS 207 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 308 Photography III

Ms. Black

Continued exploration of issues generated by student work. Strong emphasis on theoretical readings, gallery visits, guest artists, group discussion and historical research. Continued research of photographic techniques to solve visual problems that arise from the work presented.

Prerequisite: ARTS 108, 208, and either 105 or 109* (*formerly 209), or permission of instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 314 Advanced Drawing

Further exploration of drawing techniques, materials, and concepts including form, structure, space, surface texture, and abstraction. Emphasis on developing personal imagery.

Prerequisite: ARTS 105 and either 109* (*formerly 209), 217, 218, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTS 315 Problems in Advanced Painting

Each student will be required to establish and develop personal imagery. Emphasis will be given to the roles that observation and memory play in the development of individual vocabularies.

Prerequisite: ARTS 315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTS 317 Seminar. Problems in the Visual Arts

Ms. Spatz-Rabinowitz, Ms. Berman

Topic for 1997–98: New Forms. What does a furry tea-cup have in common with rubber balls, dirt, and dried meat? All four have been used by late 20th century artists to articulate serious ideas through new and alternative media. Students will choose and explore unconventional materials, and combine traditional media unconventionally, to examine the relationships among media, style, and content. Assigned studio projects, independent work, readings, short papers, presentations, and viewings of contemporary art are all part of the course.

Prerequisite: Coursework in two of the following areas: photography, video, sculpture, painting or printmaking. Permission of instructor required. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 321 Advanced Painting

Mr. Rayen

Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations. Emphasis will be given to the formulation of preliminary studies in a variety of media.

Prerequisite: ARTS 315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 322 Advanced Printmaking

Designed for students interested in strengthening their knowledge of traditional print processes while expanding their visual and conceptual approaches to image making. Experimentation with interdisciplinary uses of the printed image, including handmade books, installed works and collaborative exchanges. Readings and discussions consider issues of photomechanical reproduction, and the role of multiplicity and seriality in contemporary art. Some projects may incorporate photo stencils and digital imagery in combination with more autographic working methods. Each student will be expected to develop an individual body of work utilizing one or more of the printmaking media. *Studio fee of $35.*

Prerequisite: ARTS 212 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTS 350 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and the department chair.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 365 Advanced Video Production

An intensive course in story development, writing screenplay, directing actors and technical crew and producing short, dramatic or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short, narrative or mixed-genre videos.

Prerequisite: ARTS 165, 265, or permission of instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

ARTS 370 Senior Thesis

Prerequisite: 360
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

Applied Arts Program

In addition to the regular Studio curriculum, a separately funded program makes it possible to offer two courses each year in such fields as metal casting and enameling, ceramics, woodworking, papermaking and book arts. *Workshops are non credit and are open to all students without prerequisite.*

Ms. M. Black

Topic for 1997–98: Paper Making. Invented in China, introduced into Europe by the Arabs, paper has been an essential material for the support and transmission of images and ideas over a thousand years. These workshops will explore the variety of natural materials and fibers which are the components of hand-made paper and introduce painting with paper pulp. At the completion of the workshops, each student will have created a variety of hand-made papers suitable for drawing, painting, collage, printmaking, photography design and book arts.

Prerequisite: Permission of the instructor required. Hours and day to be determined. Sign up in Art Department Office.
Distribution: None
Semester: Fall Unit: 0

Ms. Hablanian

Topic for 1997–98: Hand Building Ceramics. Concentrating on clay as an ancient and powerful medium of artistic expression, the course will introduce students to the use of traditional hand-building techniques for creating ceramic art. Participants will be encouraged to create and view ceramic works, and to use clay in various ways to build objects, with a stronger emphasis on the artistic expression of the piece than on the functionality of the finished work. A variety of hand-building processes will be taught. Subject matter and session exercises will instill students with knowledge of necessary ceramic techniques, from effective handling of raw clay through shaping, drying, curing, firing methods, and coloring techniques.

Prerequisite: Permission of the instructor required. Hours and day to be determined. Sign up in Art Department Office.
Distribution: None
Semester: Spring Unit: 0

Library Seminar: Book Arts

Ms. Rogers and Ms. Hatch

Students will learn to set type by hand, print on hand presses, try various book decorating techniques, and learn simple bookbinding formats. The first hour of every class will be a lecture on printing history illustrated with books from Special Collections. After completion of a class project, students may design and print a project of their choice. *Limited enrollment. For more information, call Special Collections, #2129.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 0

Directions for Election

Note: For the purposes of meeting the "18 units" requirement (Articles of Legislation, Book II, Article I, Section 8, A), Art History and Studio Art are considered separate departments. Courses in Studio Art are counted as units "outside the department" for Art History majors. Courses in Art History are counted as courses "outside the department" for Studio Art majors.

History of Art

A major in History of Art must elect:

(A) ARTH 100 and 101. Exemption from this requirement is possible only for students who achieve a grade of 5 on the Advanced Placement Art History examination or pass an exemption examination arranged by the Department Chair.

(B) One of the following courses in Studio Art: ARTS 105, 108, 109*, 113* (*formerly 209 and 213) 204, 210.

(C) A minimum of five further units in History of Art to make a total of eight units, which must include distribution requirements.

For distribution, a student must elect at least one unit in three of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), non-Western Art. ARTH 222 and 229 may count as Renaissance or Baroque. Among the three areas elected, one must be either before 1400 A.D. or outside the tradition of Western art. Normally, ARTH 223, 233, 235, 305 and 345 may not be used to meet this distribution requirement.

Students may count only one cross-listed course to the minimum major. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement. No more than one unit of 350 credit may be counted towards the minimum major. Ordinarily, no more than three units of transfer credit (one Studio, two Art History) may be counted toward the minimum major. Once a student has enrolled at Wellesley, courses from two-year colleges will not be credited to the major.

Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area. Students interested in such a plan should consult the department as early as possible.

ARTH 345 is strongly recommended for those considering graduate study in History of Art. Art majors are also encouraged to take courses in the language, culture, and history of the areas associated with their specific fields of interest.

Graduate programs in the History of Western Art require degree candidates to pass exams in French and German. Graduate programs in the History of Asian Art require Chinese and/or Japanese.

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

A History of Art minor (6 units) consists of:

(A) ARTH 100 and 101; and (B) 4 additional units above the 100 level with at least 2 at the 300 level; maximum 1 unit of 350. Of the 4 units above the 100 level, 3 shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

For the minor, at least four units of credit in Art History must be taken at in the Art Department, only one cross-listed course may be counted to the minor.

The attention of students is called to the interdepartmental majors in Architecture, in Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

Studio Art

A major in Studio Art must elect:

(A) ARTH 100 and 101 (unless exempted with a grade of 5 on the Advanced Placement Art History Examination).

(B) ARTS 105, and any two of the following ARTS 108, 109*, or 113* (*formerly 209 and 213).

(C) A minimum of two studio courses at the 200 level.

(D) A minimum of two studio courses at the 300 level.

The Studio Art minor (6 units) consists of ARTS 105, one unit of either 109*, 113* (*formerly 209 and 213) or 210, plus four additional units in studio art, one of which is at the 300 level (350's excluded).

Prospective studio majors and minors are strongly encouraged to elect 100-level art courses (including ARTH 100 and 101) early on (preferably during the first two years at Wellesley), in order to establish a firm visual foundation and broad awareness of the field. Studio art majors intending to study abroad should make a special effort to complete all 100-level requirements before the Junior year. ARTS 217 and 317 are highly recommended for majors regardless of media concentration. Those students intending to pursue graduate or professional work in the studio arts should elect additional units in Art History whenever possible, especially in courses that address issues of Twentieth-Century art and culture. Since contemporary art often addresses interdisciplinary concerns, students are urged to discuss the breadth of their course selections (including non-art courses) with art department faculty.

In tandem with the Davis Museum and Cultural Center, the Art Department offers numerous opportunities for students to expand their practical knowledge of the arts through special exhibitions, visiting artist lectures and workshops, work study positions and internships. In addition, Studio Art majors and minors are expected to contribute a minimum of 6 hours per semester towards running the Jewett Arts Center Student Galleries.

Seniors who have met the academic criteria and have demonstrated an ability to work well independently may submit a proposal to do a Senior Thesis project for Honors. If approved by the studio faculty, this year-long project culminates in a spring exhibition. A student must have completed all 100-level requirements (including ARTH 100 and 101) before she is eligible for thesis work. A student interested in doing a thesis should discuss her plans with a studio art advisor and consider taking advanced-level studio courses before her senior year.

Teacher Certification. Students interested in obtaining certification to teach Art in the Commonwealth of Massachusetts should consult the Director of Studio Art and the Chair of the Department of Education.

Astronomy

Professor: *Bauer*[A], *French (Chair)*
Associate Professor: *Benson*
Assistant Professor: *McLeod*
Laboratory Instructor: *Hawkins*

The Astronomy Department offers six introductory courses geared to non-science majors: 101wL, 102, 103wL, 104, 105wL, and 106. These courses are all taught at a similar level; however, 101, 102, 103, and 104 fulfill the mathematical modeling and problem solving distribution requirement and 105 and 106 include less mathematical analysis. Students who elect to take both Introduction to the Solar System and Introduction to Stars, Galaxies, and Cosmology may do so in either order. Only one introductory course with laboratory may be elected. Astronomy 101wL and 102 are offered both semesters; 103wL and 104 (MM) are offered only in the first semester; 105wL and 106 (not MM) are offered only second semester.

Students who have scientific interests and/or are considering a major in astronomy should elect Astronomy 110.

All courses in the Astronomy Department (with the exception of 350, 360, 370) fulfill the Group C distribution requirement.

ASTR 101wL Introduction to Stars, Galaxies, and Cosmology with Laboratory

The Staff

A survey of stars, galaxies, and cosmology. The life stories of stars will be examined, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. We also will study galaxies, which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, modern theories of the origin and ultimate fate of the universe will be explored, as well as the possibility of extraterrestrial communication. The course will stress the interaction of observations and the mathematical models developed from these data. Two periods of lecture and discussion weekly; weekly problem sets; laboratory one evening per week at the Observatory. This is a complementary course to 103/104, which is taught at the same level. Only one laboratory course may be elected at the 100 level.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have taken 102, 103, 105 or 110.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.0

ASTR 102 Introduction to Stars, Galaxies, and Cosmology

The Staff

Identical to 101 except that it will not include the laboratory. Some observing and additional written work are required.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have taken 101 or 110.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.0

ASTR 103wL Introduction to the Solar System with Laboratory

The Staff

A survey of the solar system: the Sun, planets and their satellites, comets, meteors and asteroids. Topics include ancient views of the cosmos, archaeoastronomy, and the development of modern views of the motions of the planets. Spacecraft exploration of the solar system has transformed our understanding of planets and their attendant moons. These recent observations will be used to examine the origin and evolution of the Sun and solar system. The Earth will be examined from a planetary perspective to elucidate ozone depletion, global warming, and extinction of the dinosaurs. The course will stress the interaction of observations and the mathematical models developed from these data. Two periods of lecture and discussion weekly; weekly problem sets; laboratory one evening per week at the Observatory. This is a complementary course to 101/102; it is taught at the same level and can be taken without 101 or 102. Students desiring a less mathematical approach may elect 105wL or 106. Only one laboratory may be elected at the 100 level.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have taken 101, 104, 105, 106 or 110.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

ASTR 104 Introduction to the Solar System

The Staff

Identical to 103 except that it will not include the laboratory. Some observing and additional written work are required.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have taken 103, 105, 106, or 110.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

ASTR 105wL Planets and the Sun with Laboratory

The Staff

A survey of the solar system: the Sun, planets and their satellites, comets, meteors and asteroids. Topics include ancient views of the cosmos, archaeoastronomy, and the development of modern views of the motions of the planets. Spacecraft exploration of the solar system has transformed our understanding of planets and their attendant moons. These recent observations will be used to examine the origin and evolution of the Sun and solar system. The Earth will be examined from a planetary perspective to elucidate ozone depletion, global warming, and extinction of the dinosaurs. Two periods of lecture and discussion weekly; some problem sets; laboratory one evening per week at the Observatory. This is a complementary course to 101/102, except it is taught with less mathematical modeling and problem solving and can be taken without 101 or 102. Students desiring a more mathematical approach may elect 103wL or 104. Only one laboratory may be elected at the 100 level.

Prerequisite: Not open to students who have taken 101, 103, 104, 106 or 110.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

ASTR 106 Planets and the Sun

The Staff

Identical to 105 except that it will not include the laboratory. Some observing and additional written work are required.

Prerequisite: Not open to students who have taken 103, 104, 105, or 110.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

ASTR 110wL Fundamentals of Astronomy with Laboratory

The Staff

A survey of astronomy from the solar system through stars and galaxies to cosmology, with emphasis on the underlying physical principles. The treatment of all topics will be more analytical and more quantitative than that provided in the other 100-level courses. Two periods of lecture and discussion weekly. Laboratory one evening per week. Recommended for students intending to choose one of the sciences or mathematics as a major.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have already taken 101, 102, 103, 104, 105 or 106.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.25

ASTR 206wL Basic Astronomical Techniques with Laboratory

Mrs. Benson

This course covers aspects of observational astronomy including astrophotography, coordinate systems, the magnitude system, image processing and photometry, and applications of statistical analysis. Students will learn to use the automated 24" telescope with a modern CCD electronic camera. Computers will be used for data acquisition and analysis. The laboratory for this course will consist of projects which require unscheduled observations.

Prerequisite: One semester of astronomy at the 100 level, and familiarity with trigonometric functions and logarithms.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

ASTR 207 Basic Astronomical Techniques II

Ms. McLeod

This course is a continuation of 206. It will include spectroscopy, classification of stellar spectra, an introduction to stars with unusual spectra, measurement of radial velocities, and astrometry. This course will require unscheduled projects using the telescopes.

Prerequisite: 206
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

ASTR 210 Astrophysics I

Mr. French

The application of physical principles to astronomy, including celestial mechanics, electromagnetic processes in space, stellar structure and evolution and spectral line formation.

Prerequisite: One semester of Astronomy at the 100 level, and Physics 108, or by permission of the instructor.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

ASTR 304 Stellar Atmospheres and Interiors

Introduction to the formation of continuous and line spectra in stellar atmospheres. Study of stellar structure and energy generation in stars with discussions of stellar evolution. Computer modeling of stellar spectra and of stellar evolutionary models.

Prerequisite: 210 and Mathematics 205. Physics 202 is recommended.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.0

ASTR 307 Planetary Astronomy

Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the Earth's climate. Recent observations from the ground and from spacecraft will be reviewed.

Prerequisite: 210 and Physics 108; permission of the instructor for interested students majoring in geology or physics.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.0

ASTR 310 Astrophysics II

Mrs. Benson

This course is a continuation of 210. It covers the application of physical principles to the interstellar medium, kinematics and dynamics of stars and stellar systems, galactic structure, formation and evolution of galaxies, special and general relativity, and cosmological models.

Prerequisite: 210 and Physics 108.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.0

ASTR 350 Research or Individual Study

Prerequisite: By permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ASTR 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ASTR 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

MATH 205
Intermediate Calculus

PHYS 202
Modern Physics with Laboratory

Directions for Election

The following courses form the minimum major: Any one course at the 100 level; 206, 207, 210, 310; Mathematics 205; Physics 202; one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Students intending to major in astronomy are encouraged to begin physics as soon as possible. These students should try to take 110. Physics 219 is strongly recommended. In planning a major program, students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics and mathematics is required for graduate study in Astronomy. A student planning to enter graduate school in astronomy should supplement the minimum major with Extradepartmental 216 and courses in physics, including Physics 306 and other Grade III work. Completion of the physics major is strongly encouraged.

A minor in astrophysics (5 units) consists of: (A) 1 unit at the 100 level and (B) 210 and 310 and (C) 2 additional 300 level units. A minor in observational astronomy (5 units) consists of: (A) 101 or 102 and 103 or 104 or 105 or 106 and (B) 206 and 207 and (C) 350.

See p. 11 for a description of Whitin Observatory and its equipment.

Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Wolfson*

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in Biological Chemistry which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of Biochemistry (Chemistry 228 and 328), the area of concentration must include the following units of Chemistry (114 and 115, or 114E and 115E, or 120, 211 and 232 or 231); Biology (110, 219 and 220, at least one unit of 313, 314 , 316 or 317, and one additional Grade III unit, excluding 350, 360 or 370); Physics (104 or 107); and Mathematics (116, 116Z, 120 or equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry. Note that Physical Chemistry for the Life Sciences with Laboratory will be taught only second semester.

A recommended sequence of required courses would be: Year I, Chemistry 114 and Math or Physics; Chemistry 115 and Biology 110. Year II, Chemistry 211 and Biology 219; Biology 220 and Math or Physics. Year III, Chemistry 228 and Math; Chemistry 328 and 232. Year IV, Grade III Biology courses and Independent Study.

Please discuss your program with the Director as soon as possible. Exemption of Biology 110 means a more advanced Biology course must be taken.

BIOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring   Unit: 1.0

BIOC 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring   Unit: 1.0

BIOC 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring   Unit: 1.0

Biological Sciences

Professor: *Allen (Chair), Cameron, Coyne, Harris, Smith, Webb*

Associate Professor: *Beltz*[A], *Berger-Sweeney, Blazar*[A2], *Buchholtz, Moore, Peterman, Rodenhouse*

Assistant Professor: *Jones, Königer, Levey, Nastuk, O'Donnell*

Instructor: *Brown*

Laboratory Instructor: *Hacopian, Helluy, Kuldell, Leavitt, Lenihan, Paul, Soltzberg, Thomas*

Unless otherwise noted, all courses meet for two periods of lecture each week. If indicated, there will also be one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

All courses in the Biology Department (with the exception of 350, 360, 370) fulfill the Group C distribution requirement.

BISC 106 Evolution

Historic and current ideas on the evidence for, and causes of, evolution; introduction to Mendelian and molecular genetics. Case studies include origin of life, endosymbiosis, human evolution, and the preservation of genetic diversity. Not to be counted toward the minimum major in Biological Sciences.

Prerequisite: None
Distribution: Natural and Physical Science
Semester: N/O   Unit: 1.0

BISC 107 Biotechnology

Mr. Smith

This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques and reproductive technology. However, no prior knowledge of Biology is expected, as all necessary background information will be discussed. Two lectures weekly. Not to be counted toward the minimum major in Biological Sciences.

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Fall   Unit: 1.0

BISC 108 Environmental Horticulture with Laboratory

Ms. Jones

Fundamentals of plant biology with special emphasis on cultivation, propagation and breeding, the effects of environmental and chemical factors on growth, and the methods of control of pests and diseases. Laboratory involves extensive work in the Greenhouses, as well as in the Alexandra Botanic Gardens and Hunnewell Arboretum. Not to be counted toward the minimum major in Biological Sciences.

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 109 Human Biology with Laboratory

Mrs. Coyne, Ms. Nastuk, Mrs. Soltzberg

The study of human anatomy and physiology, with a focus on nutrition, the nervous system, reproduction, embryology, circulation and respiration. Two lectures weekly with a weekly laboratory or data analysis session. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection and a personal nutrition study.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 110 Introductory Cell Biology with Laboratory

The Staff

Introduction to eukaryotic and prokaryotic cell structure, chemistry and function. Topics include: cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. Laboratories focus on experimental approaches to these topics. Students should not take 110 and 111 simultaneously.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

BISC 110X Introductory Cell Biology with Laboratory

Ms. Peterman

One section of 110 will be taught for first-year students with exceptional high school backgrounds in biology and for upper level students who have taken another science course at Wellesley. A more in depth coverage of the topics typically covered in 110 will be possible because students entering this course will have some science experience. See Biological Sciences 110 for a description of topics.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement and by placement exam. Upper level students electing 110 for the fall semester should enroll in 110X.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 110Z Introductory Cell Biology with Laboratory

Mrs. Allen

One section of 110 will be taught in conjunction with Chemistry 115Z, so Chemistry 114 is a prerequisite and a more in depth coverage of cell biology will be possible. Students must enroll in both Chemistry 115Z and Biology 110Z simultaneously. Classes will be taught in a coordinated fashion and the material from both courses will be integrated. See Chemistry 115 and Biological Sciences 110 for course descriptions.

Prerequisite: 114 and Corequisite Chemistry 115Z. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 111 Introductory Organismal Biology with Laboratory

The Staff

Introduction to central questions, concepts and methods of experimental analysis in selected areas of organismal biology. Topics include: development, evolution, ecological systems, and plant and animal structure and physiology. Students should not take 110 and 111 simultaneously.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

BISC 111X An Introduction to Modeling and Problem Solving in Organismal Biology

Mr. Harris

This course will focus on selected topics in organismal biology and use these as a basis for asking questions that can be approached by mathematical modeling and quantitative problem solving. Topics may include concepts in evolution, population dynamics and genetics, gas exchange in plants and animals, neural communication and behavior. There will be extensive use of computers both in the lecture and laboratory portions of the course and you will be required to complete bi-weekly problem sets. The laboratory will be project oriented and will consist of three modules of four individual labs. These lab modules will be: 1) How populations grow and evolve 2) Gas exchange in plants, 3) Neural communication and behavior in animals. This course is equivalent to BISC 111 with regard to both satisfying the requirements for the Biology major and as a prerequisite for other courses that require BISC 111.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement. Open to all students except those who have taken BISC 111.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Spring Unit: 1.25

BISC 201 Ecology with Laboratory

Mr. Rodenhouse, Ms. Thomas

Introduction to the scientific study of interactions between organisms and their environments. Topics include limits of tolerance, population growth and regulation, species interactions, and the structure and function of communities. Emphasis is placed on experimental ecology and its uses in solving environmental problems. Local biological habitats including lakes, forests, marshes, bogs, tundra, and streams are studied during laboratory field trips.

Prerequisite: 111 or by permission of the instructor. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 203 Comparative Physiology and Anatomy of Vertebrates with Laboratory

Mr. Cameron, Ms. Buchholtz, Ms. Helluy

The functional anatomy of vertebrate animals, with an emphasis on comparisons between representative groups. The course will cover topics in thermoregulatory, osmoregulatory, reproductive, cardiovascular, respiratory, digestive, muscle and ecological physiology. The laboratories will incorporate the study of preserved materials and physiological experiments.

Prerequisite: 109 or 111, or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 206 Histology I: Microscopic Anatomy of Mammals with Laboratory

Mr. Smith, Mr. Hacopian

The structure and function of mammalian tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques.

Prerequisite: 110
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 207 The Biology of Plants with Laboratory

Ms. Peterman

An introduction to the plant kingdom with an emphasis on aspects of biology unique to plants. Topics will include plant diversity and evolution, reproduction and development, the control of growth, photosynthesis, structure and physiology of transport systems, interactions of plants with other organisms and the environment, and applications of genetic engineering to the study and improvement of plants. Laboratory sessions will focus on experimental approaches to the study of plants.

Prerequisite: 110 and 111.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 209 Microbiology with Laboratory

Mr. Brown, Ms. Kuldell, Ms. Leavitt

Introduction to the microbial world, with emphasis on bacteria, fungi, and viruses, using examples of how these microbes influence human activity. Both medical and non-medical applications, and useful (food production, genetic engineering) as well as harmful (disease, pollution) consequences, of microbes will be discussed along with consideration of biological principles and techniques characterizing the organisms.

Prerequisite: 110 and one unit of college chemistry. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 210 Marine Biology with Laboratory

Ms. Moore and Ms. Helluy

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the open ocean photic zone, deep-sea, subtidal and intertidal zones, estuaries, and coral reefs. Emphasis is placed on the dominant organisms, food webs, and experimental studies conducted within each habitat.

Prerequisite: 111 or by permission of the instructor. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 213 The Biology of Brain and Behavior with Laboratory

Ms. Berger-Sweeney, Ms. Nastuk, Ms. Paul, Ms. Helluy

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. In the first half of the semester, basic neuroanatomy, neurochemistry and neurophysiology are covered. In the second half of the semester, brain mechanisms involved in behaviors such as sensation, language, addiction, memory and cognition are emphasized. The laboratory is designed to expose the student to basic neuroanatomy, neurochemistry and the neurophysiology of behavior.

Prerequisite: 111 or 109 and 110.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

BISC 216 Mechanisms of Animal Development with Laboratory: From Moths to Mice to Men

Ms. O'Donnell and Ms. Helluy

This course will explore animal morphogenesis beginning with the process of fertilization, and consider how so many cell types arise from a single cell. The mechanisms that determine cell fate as the multicellular embryo differentiates will be discussed. Topics will include: pattern formation, cell migrations, hormonal interactions, sex determination, cell polarity and cytoskeletal mechanisms, regeneration, and developmental errors and malformations. Laboratories will focus on experimental approaches to development.

Prerequisite: 110 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 217 Field Botany with Laboratory

Ms. Jones

Introduction to the New England flora in an ecological context: what, where and how many. First, we will cover the basics of plant taxonomy, with emphasis on locally important plant families. Then we will investigate the processes and interactions that determine which plants live where, and why species are abundant or rare. Topics will include life history strategies, competition, herbivory, pollination, seed dispersal, and plant conservation. Trips to local habitats to identify plants and experiments in plant ecology will comprise the labs. The collections of the Margaret C. Ferguson Greenhouses and the Hunnewell Arboretum will be used extensively in lecture and labs.

Prerequisite: 111. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 219 Molecular Genetics with Laboratory

Ms. Kuldell, Mrs. Lenihan, Ms. Peterman, Mr. Webb

The course will be devoted to an understanding of the molecular and biochemical basis of genetics and the interactions between cells that provide the basis for tissue and organismal development. Topics will include: organization of the eukaryotic genome, gene structure and function, differential gene expression, cellular and tissue differentiation including aspects of both animal and plant development, and genetics of pattern formation. Laboratory experiments will expose students to the fundamentals of recombinant DNA methodology.

Prerequisite: 110 and one unit of college chemistry. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 220 Cellular Physiology with Laboratory

Mr. Harris, Ms. Leavitt, Mrs. Lenihan, Ms. O'Donnell

This course will focus on structure/function relationships in eukaryotic cells. Topics will include: bioenergetics; enzyme structure, kinetics and purification; membrane and membrane bound organelle structure and function; transport; cell communication and signaling.

Prerequisite: 110 and one unit of college chemistry. Not open to first-year students.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 302 Animal Physiology with Laboratory

Mrs. Coyne, Ms. Paul

The physiology of organ systems in animals, with emphasis on human physiology. The course will focus on recent findings in cardiovascular, endocrine, sensory, neural and muscle physiology. In the laboratory, students gain experience with the tools of modern physiological research both at the cellular and organismal level.

Prerequisite: 110 and one of the following—203, 206, 213, 220.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 304 Histology II: Microscopic Anatomy of Mammalian Systems with Laboratory

Mr. Smith and Mr. Hacopian

Analysis of structure-function relationships of mammalian systems, based principally on microscopic techniques. Examination of structural changes caused by selected disease states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for microscopy, as well as hands-on experience at the transmission electron microscope.

Prerequisite: 206
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 305 Seminar. Evolution

Ms. Buchholtz

Topic for 1997–98: "A Brief History of Life." Major events in the history of life. Origin of life from non-life, evolution of replicatory molecules, origin of eukaryotic cellular structure, diversification of organic kingdoms and animal phyla, development of strategies for life in terrestrial environments.

Prerequisite: All 200-level distribution requirements in Biological Sciences and permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

BISC 306 Principles of Neural Development with Laboratory

Ms. O'Donnell

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as axon guidance, programmed cell death, trophic factors, molecular bases of neural development, synaptogenesis, transmitter plasticity, and the development of behavior will be discussed. Laboratory sessions will focus on a variety of methods used to define developing neural systems.

Prerequisite: 213 or 216, or by permission of the instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 307 Advanced Topics in Ecology with Laboratory

Ms. Moore

Topic for 1997–98: Ecology of Freshwaters with Laboratory. Rivers, lakes, and wetlands are among our richest ecosystems, yet their physical integrity and biotic diversity are the most imperiled. This course examines the biological, physical, and chemical processes that occur in flowing waters, wetlands, lakes and vernal pools. Lectures and discussions address key concepts for understanding, conserving and restoring fresh ecosystems. Lab work will include field work in a variety of freshwater habitats, mathematical modeling, and an independent project carried out by each student.

Prerequisite: 201 or by permission of the instructor. In addition for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 308 Tropical Ecology with Wintersession Laboratory

Ecology of rain forest animals and plants, coral reefs, and mangrove forests are examined. Lectures and discussions during the fall prepare students for the 18-day field laboratory taught in Belize and Costa Rica. The first half of the laboratory is based on an island bordering the word's second longest barrier reef; living and laboratory facilities for the second half of the course are in intact lowland rain forest. Laboratory work is carried out primarily out-of-doors and includes introductions to the flora and fauna, as well as field tests of student-generated hypotheses.

Prerequisite: 201 or 210 and permission of the instructors. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.25

BISC 312 Seminar. Endocrinology

Mrs. Coyne

This course investigates endocrine tissues at several levels of organization. The introductory section covers signal transduction in response to hormones at the cellular level. The second section covers neuroendocrinology (the pituitary gland and its control by the brain) while the final section focuses on selected areas of endocrinology in which several systems (endocrine and nonendocrine) interrelate to control body function, such as reproduction; calcium/phosphate metabolism and bone physiology; growth and development; carbohydrate, protein and lipid metabolism.

Prerequisite: 110 and one of the following—203, 206, 213, 216, 220.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

BISC 313 Microbial Physiology and Biochemistry with Laboratory

Mrs. Allen, Ms. Leavitt

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical and molecular genetics, and the relation of structure to function) of microorganisms as modeprocesses in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, group experimental problems designed to allow the development of research techniques and analysis will be approached.

Prerequisite: 219 or 209 and CHEM 211, or by permission of the instructor. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 314 Immunology with Laboratory

Mrs. Blazar

This course will study the immune system of mammals with an emphasis on humans. Student participation and use of original literature will be emphasized. Topics will include the generation of the immune response, T and B cell antigen receptors, cellular interactions underlying immune reactions, cytokines and their regulatory effects, tolerance, host response to infections agents, transplantation and tumors as well as malfunctions of the immune system, including allergy, autoimmunity and immunopathology. The laboratory will involve experiments to induce immunity in animals with subsequent evaluation of humoral and cell mediated immune responses.

Prerequisite: 220 or by permission of the instructor. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 315 The Neurobiology of Learning and Memory with Laboratory

This course is designed to provide an overview of current research regarding the neural substrates of learning and memory. During the first half of the semester, we will focus on mammalian animal models and human amnesia cases and investigations of the neuroanatomical regions and neurotransmitter systems thought to be involved in memory formation. During the second half of the semester, we will review the physiological and biochemical changes in the brain that accompany, and perhaps account for, learning and memory. In the accompanying laboratory, we will examine the effects of brain lesions on behavior, and neurochemistry in the rat.

Prerequisite: 213 or 302 or 306, or by permission of the instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: N/O Unit: 1.25

BISC 316 Molecular Biology with Laboratory

Mr. Webb

The practical applications of recombinant DNA techniques to the study of the control and organization of genes at the molecular level. The course will be centered around a laboratory project designed to provide experience with the methodologies used in molecular biology (e.g., molecular cloning, gene mapping, mutagenesis and expression, DNA sequencing, computer analysis of nucleic acid and protein structure and homology).

Prerequisite: 219 and permission of the instructor. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 317 Advanced Plant Cellular Biology of Eukaryotes, with Laboratory

Mr. Harris

The Cell Biology and Biochemistry of plant cells. An in-depth analysis of structure to function relationships in plant cells. Topics to be discussed include the biochemistry of photosynthesis, protein transport, processing and folding and the physiology and molecular biology of leaf senescence. Student participation and use of original literature will be emphasized. The laboratory involves a semester long research project in plant cell biology that generally involves some of the following techniques: electrophoresis, measure ments of photosynthetic CO2 fixation and O2 evolution, chlorophyll fluorescence analysis, Western and Northern blotting and enzymatic assays.

Prerequisite: 220 and CHEM 211. In addition, for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 330 Seminar

Mr. Rodenhouse

Topic for 1997–1998: Environmental Science. Human alteration of local, regional, global environments concerns a growing number of people, and these changes create great opportunities and challenges for biologists. This course focuses on the causes and consequences of environmental changes for humans and other organisms, populations, and biotic communities. Topics addressed will include global climatic change, ozone depletion in the stratosphere, land-use changes (including fragmentation of landscapes from urbanization and deforestation), contamination of soils and waters (including analyses of risks to human health), invasions of pest species, and widespread loss of biodiversity. Course format will include lectures and focused discussions of environmental problems and proposed solutions.

Prerequisite: 201, 210 or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

BISC 331 Seminar

Ms. Königer

Topic for 1997–98: Physiological Ecology of Animals and Plants. The focus of this course will be respiratory and circulatory adaptations of both vertebrate and invertebrate animals to hostile environments. Topics may include air-breathing in fishes, dive reflexes, comparative aspects of temperature regulation, adjustments for exercise, altitude and hydrostatic pressure, life without light, and the functional morphology of gills, lungs, tracheal systems and the heart. The course will emphasize student participation, and will make extensive use of the original literature.

Prerequisite: 203 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

BISC 332 Advanced Topics in Psychobiology

Ms. Levey

Topic for 1997–98: Normal and Aberrant Synaptic Function in the Nervous System. The synapse is the principal site of information exchange among the cells of the nervous system. The normal function of this highly specialized subcellular domain involves numerous molecular interactions. We will examine the mechanisms underlying synaptic function so that we can then consider synaptic alterations in disease. This course will emphasize critical reading and open discussions of the original literature.

Prerequisite: 213 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

BISC 350 Research or Individual Study

Prerequisite: Open by permission of instructor, ordinarily to students who have taken at least 4 units in biology.
Distribution: None
Semester: Fall, Spring Unit 1.0

BISC 360 Senior Thesis Research

Prerequisite: By permission of the department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit 1.0

BISC 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit 1.0

Cross-Listed Courses

Attention Called

CHEM 228

Biochemistry I: Structure and Function of Macromolecules with Laboratory

CHEM 328

Biochemistry II: Chemical Aspects of Metabolism with Laboratory

EXTD 124

Introduction to Marine Mammals

GEOL 305

Paleontology with Laboratory

PHYS 103

Physics of Whales and Porpoises

PHYS 222

Medical Physics

Directions for Election

A major in Biological Sciences includes eight biology courses, at least 6 of which must be taken at Wellesley, plus 2 units of college chemistry. BISC 110 and 111 or their equivalent are required for the major. In addition, four 200 level courses are required, and must include at least one course from each of the following three groups: (206, 219, 220—Cell Biology); (203, 207, 213, 216—Systems Biology); (201, 209, 210, 217—Community Biology). At least two 300 level courses are also required for the major. One of these units, exclusive of 350, 360 or 370 work, must include laboratory. Additional chemistry beyond the two required units is strongly recommended or required for certain 300 level courses. Chemistry courses 228, 328 and Biological Sciences 350, 360 and 370 do not count toward the minimum major.

Courses 106, 107, 108 and 109, which do not count toward the minimum major in Biological Sciences, do fulfill the College Group C distribution requirements; 108 and 109 as a laboratory science; 106 and 107 as non-laboratory science courses. Independent summer study does not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or cellular/molecular mechanisms. A broad training in the various aspects of biology is recommended.

A minor in Biological Sciences (5 units) consists of: (A) two 100 level units and (B) two 200 level units and (C)(NPS) one 300 level unit, excluding 350. Students planning a minor should consult the Chair.

Students interested in an interdepartmental major in Biological Chemistry are referred to the section of the Catalog where the program is described. They should consult with Ms. Wolfson, the Director of the Biological Chemistry program.

Students interested in an interdepartmental major in Psychobiology are referred to the section of the Catalog where the program is described. They should consult with Ms. Koff or Ms. Berger-Sweeney, the Co-Directors of the Psychobiology Program.

Students interested in an interdepartmental major in Environmental Sciences should consult Ms. Moore or Mr. Rodenhouse. Students interested in concentrating in community biology may wish to supplement and enrich their work at Wellesley by taking the Semester in Environmental Science (SES) offered each fall at the Ecosystems Center of the Marine Biological Laboratory, Woods Hole, MA. Students are referred to the Special Academic Programs section of the catalogue where this opportunity is described.

First-year students with Advanced Placement credit or with 110 or 111 exemptions and wishing to enter upper level courses are advised to consult the Chair or the instructor in the course in which they wish to enroll. units given to a student for Advanced Placement in Biology do not count toward the minimum major at Wellesley, but do allow the student to omit BISC 111 from her program. AP credit in Biology does not fulfill the Group C distribution requirement for a laboratory science course. In order to obtain Wellesley credit for any biology course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. Once the student has enrolled at Wellesley, courses from two-year colleges will not be accepted at any level. Transfer students wishing to obtain credit for biology courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements. Premedical students are referred to the requirements given in the Academic Program section.

Chemistry

Professor: *Loehlin, Hicks, Kolodny, Coleman, Hearn (Chair), Merritt*

Associate Professor: *Haines, Fuller-Stanley, Wolfson, Arumainayagam*

Assistant Professor: *Reisberg, Verschoor, Miwa*[A], *Ohline*

Laboratory Instructor: *Turnbull, Doe, Varco-Shea, Hall, Shawcross, Ebersole, McCarthy*

Unless otherwise noted, all courses meet for two periods of lecture, one 50-minute discussion period and one three-and-one-half hour laboratory appointment weekly. Chemistry 101, 227, 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 114, 115 or 120 according to their previous preparation and entrance examination scores. Students wishing to enter Chemistry 211 based on an Advanced Placement score must present a laboratory notebook or other evidence of prior laboratory work to the Department Chair.

Ordinarily, students who have taken one year of high school chemistry should elect Chemistry 114 followed by Chemistry 115. Chemistry 120 replaces 114 and 115 for some students with more than one year of high school chemistry.

All courses in the Chemistry Department (with the exception of 250, 350, 360, 370) fulfill the Group C distribution requirement.

CHEM 101 Contemporary Problems in Chemistry

Mr. Reisberg

Topic for 1997–98: Understanding Drugs. A study of a broad variety of drugs, both legal and illegal, including folk cures. Topics to be considered will include: caffeine, nicotine, lithium, steroids, RU486, vitamins, beta-blockers and clot busters, plus any others of interest to students. The focus will be on how each molecule functions based on an understanding of its biochemistry. The discovery, development, and testing of drugs will also be considered.

Prerequisite: Open to all students except those who have taken any Grade I Chemistry course.
Distribution: Natural and Physical Science
Semester: Fall   Unit: 1.0

CHEM 102 Contemporary Problems in Chemistry with Laboratory

Mr. Reisberg

Topic for 1997–98: Understanding Drugs. A study of a broad variety of drugs, both legal and illegal, including folk cures. Topics to be considered will include: caffeine, nicotine, lithium, steroids, RU486, vitamins, beta-blockers and clot busters, plus any others of interest to students. The focus will be on how each molecule functions based on an understanding of its biochemistry. The discovery, development, and testing of drugs will also be considered.

Prerequisite: Open to all students except those who have taken any Grade I Chemistry course.
Distribution: Natural and Physical Science
Semester: Fall   Unit: 1.0

CHEM 114 Introductory Chemistry I with Laboratory

The Staff

Review of stoichiometry, atomic and molecular structure, chemical bonding, energetics, transition-metal complexes and states of matter. Chemistry 114 is designed for students who have had one year of high school chemistry and mathematics equivalent to two years of algebra. Students who do not meet these prerequisites and wish to take 114 should consult the Department Chair.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall, Spring   Unit: 1.25

CHEM 114E and 115E Introductory Chemistry I and II with Laboratory

Mr. Coleman, Ms. Verschoor

A topic oriented approach to Introductory Chemistry. The course will be built around a series of modules, each dealing with a topic which illustrates a particular aspect of chemistry and applications of chemistry in other sciences and the broader society. The chemical concepts will be introduced as needed to understand the topic under consideration, and many concepts will be encountered several times in increasing depth, during the course of the two semesters. The general course title for 1997–98 is "Airs, Waters, Places" and modules will include atmospheric chemistry; the occurrence and discovery of the elements; the chemistry of photosynthesis; and aquatic chemistry among others. The concepts that will be covered include stoichiometry, atomic and molecular structure, thermodynamics, kinetics, equilibrium, solid state materials, acids and bases, and nuclear chemistry. *Students* *who take only 114E will receive 1.25 units of credit. Students who wish to take a second semester, must enroll in 115E, and may not enroll in another 115 section.*

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall, Spring Unit: 1.25 per semester

CHEM 115 Introductory Chemistry II with Laboratory

The Staff

Properties of solutions, chemical equilibrium, kinetics, acids and bases, thermodynamics and electrochemistry.

Prerequisite: 114 and for first-year students, fulfillment of Quantitative Reasoning basic skills requirement. Not open to students who have taken 114E.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall, Spring Unit: 1.25

CHEM 115Z Introductory Chemistry II with Laboratory

Ms. Wolfson

One section of 115 will be taught in conjunction with Biological Science 110. Students must enroll in both Chemistry 115Z and Biological Sciences 110Z simultaneously and material will be integrated. See Chemistry 115 and Biological Sciences 110 for course descriptions.

Prerequisite: 114 and for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Corequisite: Biological Sciences 110Z.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Spring Unit: 1.25

CHEM 120 Intensive Introductory Chemistry with Laboratory

Mr. Coleman

A one-semester alternative to 114 and 115 for students who have taken more than one year of high school chemistry. Atomic and molecular structure, thermodynamics, kinetics, chemical equilibrium, acids and bases, electrochemistry, and current topics in chemical research. Three periods of lecture, one 50-minute discussion and one three-and-one-half-hour laboratory meeting weekly.

Prerequisite: Open only to students who have taken more than one year of high school chemistry and for first-year students, fulfillment of Quantitative Reasoning basic skills requirement. Not open to students who have taken any Grade I chemistry course.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall Unit: 1.25

CHEM 211 Organic Chemistry I with Laboratory

The Staff

Stereochemistry, synthesis and reactions of hydrocarbons, alkyl halides, alcohols and ethers.

Prerequisite: 115, 115E, 115Z or 120 or by permission of the department.
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

CHEM 227 Introduction to Biochemistry

Mr. Reisberg

A comprehensive overview of the structure of macromolecules, bioenergetics and metabolism. No laboratory. Three periods of lecture per week.

Prerequisite: 211. This course cannot be counted toward a minimum major in Chemistry.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

CHEM 228 Biochemistry I: Structure and Function of Macromolecules with Laboratory

Ms. Wolfson

A study of the chemistry of nucleic acids and proteins with emphasis on structure—function relations and methodology; an introduction to enzyme kinetics and mechanisms.

Prerequisite: Biological Sciences 220 and Chemistry 211, or Chemistry 211 and 313.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

CHEM 231 Physical Chemistry I with Laboratory

Ms. Ohline

This course establishes and develops the principles that are used to explain and interpret the observations made in other branches of chemistry. Two major topics, chemical thermodynamics and kinetics are introduced. Properties of solutions and gases are examined using these principles. Applications to other areas of chemistry will be discussed. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: 115, 115E, 115Z or 120, or by permission of the department, and Mathematics 116, 116Z, or 120 and Physics 107. Mathematics 205 is strongly recommended.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall Unit: 1.25

CHEM 232 Physical Chemistry for the Life Sciences with Laboratory

Ms. Ohline

This course establishes and develops the principles that are used to explain and interpret the observations made in biochemistry. Two major topics, chemical thermodynamics and kinetics are introduced. Properties of solutions and biochemical systems are examined using these physical chemical principles. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: 115, 115E, 115Z or 120, or by permission of the department, and Mathematics 116, 116Z, or 120 and Physics 104 or 107. Mathematics 205 is strongly recommended.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Spring Unit: 1.25

CHEM 241 Inorganic Chemistry with Laboratory

Mr. Coleman

Structure of atoms, periodic properties, group theory, bonding models for inorganic systems, chemistry of ionic compounds, transition metal complexes, organometallic and bioinorganic chemistry.

Prerequisite: 313
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

CHEM 250 Research or Individual Study

The Staff

Prerequisite: Open by permission to students who have taken 115, 115E, 115Z, or 120. This course cannot be counted toward a minimum major in Chemistry.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHEM 261 Analytical Chemistry with Laboratory

Ms. Merritt

Classical and instrumental methods of quantitative analysis, chromatographic separations, and statistical applications of chemistry to environmental and industrial problems and includes a project in art conservation.

Prerequisite: 211 or by permission of the instructor.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall Unit: 1.25

CHEM 306 Seminar

Prerequisite: Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.0

CHEM 313 Organic Chemistry II with Laboratory

The Staff

A continuation of 211. Includes spectroscopy, chemical literature, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates.

Prerequisite: 211
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

CHEM 319 Selected Topics in Organic Chemistry: Medicinal Chemistry

Mr. Haines

We will study the modern practice of medicinal chemistry, including drug design, testing, delivery, and pharmacology. The historical development of several important series of drugs will be studied to demonstrate the choice of drug targets, the importance of the understanding of the chemistry of both the disease and the drug, and the strategies used in designing drugs with improved activity or lowered toxicity. Each student will study in detail the chemistry of a disease or health problem, including the chemistry of the currently available therapies. The course will culminate with the writing of NIH grant proposals for a medicinal chemistry research project based on the prior disease focused literature study.

Prerequisite: 313 and either 228 or Biology 110.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

CHEM 328 Biochemistry II: Chemical Aspects of Metabolism with Laboratory

Ms. Hicks

An examination of reaction mechanisms, mechanisms of enzyme and coenzyme action; structures and metabolism of carbohydrates and lipids.

Prerequisite: 228
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

CHEM 329 Selected Topics in Biochemistry: Peptidases and Proteases: Therapeutic Targets

Ms. Wolfson

What do AIDS, Alzheimer's, emphysema and arthritis have in common? They are all pathological states thought to be caused or mediated by the action of enzymes which degrade or process proteins, i.e., peptidases and proteases. Proteases and peptidases are also involved in normal cell processes, such as blood clotting, hormone production and immune response. We will examine strategies for design of inhibitors of proteases involved in disease, and analyze the ways in which these enzymes regulate such a variety of functions.

Prerequisite: One semester of Biochemistry and permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

CHEM 333 Physical Chemistry II with Laboratory

Mr. Arumainayagam

Quantum chemistry and spectroscopy; structure of solids. Introduction to computational chemistry.

Prerequisite: 231, PHYS 108 and MATH 205. EXTD 216 is strongly recommended.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Spring Unit: 1.25

CHEM 339 Selected Topics in Physical Chemistry

Prerequisite: None
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.0

CHEM 349 Selected Topics in Inorganic Chemistry

Prerequisite: None
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.0

CHEM 350 Research or Individual Study

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the Grade I level.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHEM 360 Senior Thesis Research

Prerequisite: By permission of department. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHEM 363 Selected Topics in Instrumental Analysis

Selected topics in electrochemical, spectroscopic, and chromatographic chemical analysis with emphasis on instrument design and function and method development. The course format is a mixture of lecture, student presentations, and laboratory exercises. Much of the reading is drawn from the original chemical literature and emphasizes analysis of materials of environmental and/or biological importance.

Prerequisite: 261 or permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.0

CHEM 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

Any student who plans to take chemistry beyond 115 or 120 should consult one or more members of the Chemistry Department faculty. The Department Handbook, available at the department office, Science Center 147, contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs and careers of former majors.

A major in chemistry includes: Chemistry 114 and 115 or 115Z, 114E and 115E, or 120; 211, 231, 313, and 333; two of the three courses 228, 241 or 261; either (option 1) two additional units of chemistry at the Grade II or Grade III level, at least one of which must include laboratory or (option 2) one additional unit of chemistry at the Grade II or Grade III level and a Grade II unit of Physics with laboratory (excluding 219). Independent study courses (350, 360 and 370) may be counted as one of the additional requirements in option 1 and as the additional chemistry requirement in option 2. An independent study course which is predominantly a reading course cannot be used to satisfy the laboratory requirement of option 1. *It is strongly recommended that all required 200 level courses be completed by the end of junior year.* In addition, Mathematics 205 and Physics 108 are required. The mathematics and physics courses may be counted toward a minor in those departments. Early completion of the Physics requirement is encouraged. (Students who present physics for admission are encouraged to elect Physics 107 instead of 104. Students who begin mathematics at 115 or 116 are encouraged to enroll in 116Z.)

Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses. Extradepartmental 216 (Mathematics for the Physical Sciences) is particularly appropriate for students with interest in physical or inorganic chemistry.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where that major is described. They should also consult with the Director of the Biological Chemistry program.

All students majoring in chemistry are urged to develop proficiency in the use of one or more computer languages.

A minor in chemistry (5 units for 120 option, 6 units for 114/115 option) consists of: Chemistry 114/115(115Z), 114E/115E or 120; 211 and 231 or 232; a choice of 228, 241 or 261; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for Chemistry 231 or 232 must also be satisfied. Normally no more than 1 unit in Chemistry from another institution may be counted toward the minor.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chair of the Department of Chemistry.

Teacher Certification
Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the Chair of the Education Department.

Placement and Exemption Examinations
For exemption with credit, students will be expected to submit laboratory notebooks or reports following successful completion of the exemption exam. For non-majors, AP credit in Chemistry does not fulfill the Group C distribution requirement for a laboratory science course.

Credit for Courses Taken At Other Institutions
In order to obtain Wellesley credit for any chemistry course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. In general, courses from two-year colleges will not be accepted at any level. Level 3 credit will not be approved for the second semester of organic chemistry taken at any other institution. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for chemistry courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

Withdrawal From Courses With Laboratory
Students who withdraw from a course which includes laboratory, and then elect that course in another semester, must complete both the lecture and laboratory portions of the course the second time.

Chinese

Professor: *Ma (Chair)*

Associate Professor: *Lam*

Assistant Professor: *Mou*[A]

Instructor: *Bai*

Lecturer: *Yao*

Language Instructor: *Chen, Zhao*

Teaching Assistant: *Ptaszek*

Intern: *Kwok*

All courses in the Chinese Department (with the exception of 350, 360, 370) fulfill the Group A distribution requirement.

CHIN 101–102 Beginning Chinese

Mrs. Ma, Ms. Zhao

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Computer program for pronunciation and grammar will be used extensively. *Four 70-minute classes plus one 30-minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Open to students with no background or no previous Chinese language training.
Distribution: None
Semester: Fall, Spring Unit: 1.25

CHIN 103–104 Advanced Beginning Chinese

Ms. Chen, Mrs. Yao

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Computer program for pronunciation and grammar will be used extensively. *Four 70-minute classes plus one 30-minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Section (A) open to students who can speak some Chinese: Mandarin or other Chinese dialect. Section (B) open to students who have some knowledge about reading and writing Chinese characters.
Distribution: None
Semester: Fall, Spring Unit: 1.25

CHIN 106 Chinese Literature: Before the Song Dynasty

Ms. Bai

Chinese literature from antiquity to the Tang Dynasty (618-960 A.D.). Various aspects of the classical tradition will be examined: important philosophical trends (Confucianism, Taoism, and Buddhism) and their impact on literature, main genres of Chinese poetry, the evolution of philosophical and historical prose, and the rise of vernacular writings. *Two 70-minute periods. Course taught in English.*

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: Fall Unit: 1.0

CHIN 107 Chinese Literature: The Song Dynasty and After

Ms. Bai

This course covers major developments in Chinese literature from the beginning of the Song Dynasty (960 A.D.) up to today. In our work on late Imperial China, we will focus on verse from the Song and Ming, dramas from the Yuan, short stories from the Ming, and a novel from the Qing. In the second half of the course (focusing on writing from contemporary Taiwan, Hong Kong, and the People's Republic of China), we will examine how modern writers forge new links with classical culture. *Course taught in English.*

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: Spring Unit: 1.0

CHIN 201–202 Intermediate Chinese

Mrs. Lam and Ms. Chen

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. *Four 70-minute classes plus one 30 minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101–102 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.25

CHIN 203–204 Advanced Intermediate Chinese

Ms. Zhao

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. *Sections will meet for four 70-minute classes plus one 30 minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 103–104 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.25

CHIN 213 Diverse Cultures of China

A study of the cultural issues pertaining to the minority people of China. Lectures and films are organized to examine their life in the past and the present situation. This study emphasizes the formation or erosion of cultural identity and the interaction between the minorities and the Han Chinese throughout history. *Course taught in English.*

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

CHIN 243 Chinese Cinema

Ms. Bai

Contemporary film from Hong Kong, Taiwan and the People's Republic of China. This course investigates the history of the Chinese film industry; the issue of cultural hegemony (the power Hollywood is thought to exert over film industries of the "Third World"); cinematic constructions of Chinese gender, family, nationhood and individuality; and applications of contemporary Western film theory. *Course taught in English.*

Prerequisite: None. (Students who in previous years have elected Chinese 141 may not take this course).
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

CHIN 301 Advanced Chinese I

Mrs. Yao

This course is designed to further expand students' comprehension, speaking, reading and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 201–202 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 302 Advanced Chinese II

Ms. Kwok

Advanced language skills are further developed through contact with diverse writings in modern Chinese. Reading materials will be selected from Chinese newspapers, modern drama and screenplays. Audio and video tapes of films will be used as study aids. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 301 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CHIN 303 Advanced Chinese Conversation

Mrs. Lam

This course is designed for students who wish to refine their proficiency in Chinese, enhancing it with specialized functional terminology and modes of expression for specific contexts and situations. The emphasis is placed on listening comprehension and speaking, and no written assignment is required. Course material will be taken from daily news strips from the Internet, Chinese programs from the TV China Channel and video films.

Prerequisite: Permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 0.5 This course will be offered in two consecutive sections in one semester. Students can either take one section for 0.5 unit or both sections for one full unit.

CHIN 306 Advanced Reading in 20th Century Culture

Mrs. Ma

A course designed for higher level students who wish to refine their proficiency in Chinese. A wide-ranging introduction to texts written by contemporary scholars and writers. *Three 70-minute periods.*

Prerequisite: 203–204, 302 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 307 Advanced Readings in Contemporary Issues

Mrs. Lam

A selection of texts ranging from the May Fourth Period to 1949, the eve of the founding of People's Republic of China. *Three 70-minute periods.*

Prerequisite: 306 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CHIN 310 Reading and Writing Chinese for Practicality

The Staff

This course emphasizes the practical use of literary Chinese. Students are expected to read and discuss in Chinese a variety of authentic material, ranging from the Confucian cannons to expository writings in the modern literary style. Part of the course material will be taken from the Internet, and instruction on composing Chinese articles, using Chinese software, will be incorporated in the course work. *Three 70-minute classes.*

Prerequisite: 301, 302, 306, or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CHIN 316 20th Century Literature

Ms. Bai

The main objective of this course is to further develop students' reading and writing skills, using 20th-century literary works as its basis. Since in-class, computer-assisted writing is a regular part of the class, once every week the class will meet in a writing lab. *Three 70-minute classes. Course taught in Chinese/English.*

Prerequisite: 302, 306, 307, 310 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CHIN 330 Women in Chinese Literature

Ms. Bai

This course surveys over three thousand years of Chinese literature, examining how certain notions and paradigms about Chinese womanhood are developed, molded, adopted, and perpetuated by both male and female writers. Topics will include the chaste woman tradition, gender ventriloquism (particularly male versifying from a female point of view), the lyrics of Li Qingzhao, and other popular images of women in traditional fiction and drama. *Two 70-minute classes. Taught in English.*

Prerequisite: Open to students who have taken 106 or 107 or by permission of the instructor. A background in feminist literary theory and/or women's writing is helpful but not required.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 340 Topics in Chinese Literature

The Staff

A course of variable content focusing on different themes. *Course taught in English. This course may be repeated once due to its changing content.*

Prerequisite: Open to students who have taken Chinese 106 or 107, or by permission of instructor.
Distribution: Language and Literature
Semester: Spring. Offered in 1998–99. Unit: 1.0

CHIN 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHIN 360 Senior Thesis Research

Prerequisite: By permission of department.
See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHIN 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

The goal of the Chinese major is to provide students with a solid foundation in the disciplines of Chinese language and literature through intensive language training and broad exposure to Chinese literary and cultural traditions through literature/culture courses taught in both English and Chinese. Students are strongly encouraged to begin their Chinese language study during their first year at Wellesley. In addition, the Chinese Department strongly recommends that all majors spend a summer and/or a semester of their junior year studying Mandarin at an approved program in China, Taiwan, or Hong Kong,

The Chinese major consists of a minimum of 10 courses. The following three sets of guidelines for the Chinese major have been devised in order to meet the needs of students who come to Wellesley with differing Chinese language backgrounds.

A. Students beginning their Chinese language study at Wellesley in Chinese 101–102, Chinese 103–104 or Chinese 201–202 shall complete the 10–course Chinese major as follows: (1) Five language courses from among 101–102* or 103–104*; 201–202* or 203–204*; 301; (2) 302; 306; (3) Chinese 310 or 316; (4) Chinese 106 and 107 (taught in English); (5) two additional literature/culture courses from among Chinese 213, 243, 244, 316, 330, 340 (340 may be repeated once for credit). *At least one of these courses must be at the 300-level.*

B. Students beginning their Chinese language study at Wellesley in Chinese 203–204 shall complete the 10-course Chinese major as follows: (1) Three language courses consisting of 203–204* and 306; (2) Chinese 310 and 316; (3) Chinese 106 and 107 (taught in English); (4) three additional literature/culture courses taught in English from among 213, 243, 244, 330, 340 (340 may be repeated once for credit). *At least one of these courses must be at the 300-level.*

C. Majors beginning their Chinese language study at Wellesley in third-year Chinese shall complete the 10-course Chinese major as follows: (1) Two language courses from among 301, 302, 306; (2) Chinese 310 or 316; (3) Chinese 106 and 107 (taught in English); (4) five additional literature/culture courses from among Chinese 213, 243, 244, 316, 330, 340 (340 may be repeated once for credit). *At least two of these courses must be at the 300 level.*

*Counts for two courses.

STUDY ABROAD

A maximum of three courses taken abroad may be counted toward the Chinese major. Students should note that more credit may be counted toward the Wellesley degree. In order to obtain credit for study abroad, students must obtain prior consent from the Registrar's Office and the Chinese Department chair and must pass a placement test administered by the Chinese Department upon return to Wellesley. In addition, it is essential that proof of course content and performance in the form of syllabi, written work, examinations and grades be presented to the Chinese Department chair.

Chinese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Ma, Joseph*

Chinese studies is an interdisciplinary major that is offered as an alternative to the Chinese departmental major and is designed for students whose primary interests are in areas other than language and literature. Ten courses are required for the major. Students must complete at least five courses of Chinese language (or the equivalent in the case of native speakers). They must also take a minimum of five non-language courses, two of which must be at the 300 level. At least three of the non-language courses must be from outside the Chinese Department. One of the non-language courses may deal with a part of East Asia other than China. (The non-language courses focusing on China are listed below). Students are encouraged to spend a summer and/or semester studying in a Chinese-speaking part of the world.

CHST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHST 360 Senior Thesis Research

Prerequisite: By permission of director. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

ARTH 245
The Garden in Asia

ARTH 248
Chinese Painting

ARTH 337
Seminar. Topics in Chinese Painting

CHIN 106
Chinese Literature: Before the Song Dynasty (In English)

CHIN 107
Chinese Literature: The Song Dynasty and After (In English)

CHIN 213
Diverse Cultures of China (In English)

CHIN 243
Chinese Cinema (In English)

CHIN 316
20th-Century Literature (In Chinese/English)

CHIN 330
Women in Chinese Literature (In English)

CHIN 340
Topics in Chinese Literature (In English)

ECON 239
The Political Economy of East Asian Development

ECON 241
Economic Development of Greater China

HIST 275
Imperial China

HIST 276
China in Revolution

HIST 346
Seminar. China and America: The Evolution of a Troubled Relationship

HIST 347
The Cultural Revolution in China

HIST 352
Seminar. Tiananmen as History

HIST 368
Seminar. The Politics of Culture in Modern China: From Kang Youwei to Zhang Yimou

POL2 208
Politics of China

POL2 239
Political Economy of East Asian Development

REL 108
Introduction to Asian Religions

REL 108M
Introduction to Asian Religions

REL 253
Buddhist Thought and Practice

REL 254
Chinese Thought and Religion

REL 353
Seminar. Zen Buddhism

WOST 248
Asian American Women Writers

WOST 250
Asian Women in America

Classical Civilization

AN INTERDEPARTMENTAL MAJOR

Director: *Lefkowitz*

The Interdepartmental Program in Classical Civilization offers students the opportunity to explore the ancient world through an integrated, cohesive group of courses worked out by the student and her advisor. Individual programs are tailored to meet students' specific interests, such as Classical Literature, Ancient Theater, Material Culture and Archaeology, Ancient Philosophy and Political Theory, Ancient Religion, and the Classical Tradition. A brochure listing suggested courses for these and other options is available in the Departments of Greek and Latin. All students majoring in Classical Civilization must take four units in one of the ancient languages and two units (not necessarily in the languages) at the 300 level. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world. Interested students are encouraged to consult the Director of the Classical Civilization Program early in order to choose an advisor and plan the best program of study.

Courses in the Classical Civilization Department (with the exception of 350, 360, 370) fulfill the Group A or Group B distribution requirement as indicated.

CLCV 104 Classical Mythology

Mrs. Lefkowitz

The religious origins of myth; its treatment in ancient literature; its role as perhaps the most influential legacy of Greek and Roman civilizations. The narrative patterns of ancient myths that continue to determine how male and female lives are described and portrayed in modern literature. Reading from ancient sources in English translation.

Prerequisite: None
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy/A
Semester: Fall Unit: 1.0

CLCV 105 Greek and Latin Literature in Translation

Mr. Erasmo

A survey of the principal literary genres of Classical antiquity, examined in their cultural contexts; epic, lyric, drama, history, and philosophy. Including such Greek authors as Homer, Hesiod, Sappho, Athenian Dramatists, Thucydides, and Plato. Roman authors may include: Plautus, Sallust, Lucretius, Catullus, Vergil, Horace, Ovid, Seneca, and Tacitus.

Prerequisite: None
Distribution: Historical Studies or Language and Literature/A
Semester: Spring Unit: 1.0

CLCV 210/310 Greek Drama in Translation

Ms. Dougherty

Reading in English translation, of tragedies by Aeschylus, Sophocles, and Euripides. Focus on the plays in their social, ritual, and political contexts; special attention to issues of performance; comparison with contemporary drama and film.

Prerequisite: 210 open to all students; 310 by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature/A
Semester: Spring Unit: 1.0

CLCV 215/315 Women's Life in Greece and Rome

Were the ancient Greeks and Romans misogynists? Did their attitudes set the pattern for discrimination against women in modern European literature and life? Does modern feminist theory help or hinder the investigation of these questions? Reading from ancient historical, religious, medical, and legal documents in English translation.

Prerequisite: 215 open to all students. 315 by permission of the instructor.
Distribution: Language and Literature or Social and Behavioral Analysis/A
Semester: N/O. Offered in 1998–99. Unit: 1.0

CLCV 216 The Age of Augustus, the First Roman Emperor

Augustus' spectacular rise to power in the late Republic and his establishment of the Roman Empire with its peculiar monarchy that endured for centuries. His position as Julius Caesar's heir, his rivalry with Mark Antony, the role of his wife, Livia, the problem of succession, and constitutional and social reforms. The cultural achievements of Augustus' reign, including art and architecture, literature, and empire-wide propaganda.

Prerequisite: None
Distribution: Historical Studies or Language and Literature/B1
Semester: N/O Unit: 1.0

CLCV 217/317 Neronian Rome

An introduction to Roman culture at the time of the Emperor Nero, who was immortalized by Romans and the emergent Christian movement as a symbol of decadence and violence. Neronian Rome's political, social, and intellectual history, including the influence of Nero's precursor Gaius Caligula and the role of women in Nero's court, its "theatrical" approach to literature and the arts, and its material splendour. Images of Nero's reign in modern film. This course may be taken as 217 or, with additional assignments 317.

Prerequisite: 217, open to all students; 317, by permission of the instructor.
Distribution: Language and Literature or Historical Studies/B1
Semester: N/O Unit: 1.0

CLCV 234 Roads To Rome: Leading The Roman Life

Ms. Marvin

For Roman families the year was shaped by the agricultural calendar, the day by alternations of work and leisure, and society by hierarchies of class and gender. This course will examine what it meant to lead a Roman life, using both textual evidence (historical and literary) and the physical remains of Roman cities and towns. It will investigate how education, civic and religious institutions, public spectacles and domestic social rituals shaped the lives of individual Romans. May be elected in conjunction with ARTH 243 or independently.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies/B1
Semester: Fall. N/O in 1998–99. Unit: 1.0

CLCV 236/336 Greek and Roman Religion

The founders of Western Civilization were not monotheists. Rather, from 1750 BC until AD 500 the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2000 years? What impact did the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear? This course may be taken as either 236 or, with additional assignments, 336.

Prerequisite: 236, open to all students; 336, by permission of the instructor.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy/B1
Semester: N/O Unit: 1.0

CLCV 241 Medicine and Science

A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the cult of the healing god Asklepios, and miracle cures.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis/B1
Semester: N/O Unit: 1.0

CLCV 243 Roman Law

Mr. Starr

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis/B1
Semester: Spring Unit: 1.0

CLCV 335 The Politics of the Past

Study of Ancient Greece and Rome as reinvented by later societies. Examples include: the American Constitution and the Roman Republic; Athenian Democracy and 19th-century liberalism; Greek sexual life and Victorian homosexuality; the current Black Athena controversy. Politics, art, literature, scholarship and private life will be considered.

Prerequisite: One unit of Classical Civilization, Greek, Latin, or ancient History.
Distribution: Historical Studies or Social and Behavioral Analysis/B1
Semester: N/O Unit: 1.0

CLCV 350 Research or Individual Study

Prerequisite: Open to seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLCV 360 Senior Thesis Research

Prerequisite: By permission of department.
See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLCV 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

ANTH 242

The Rise of Civilization

ARTH 100

Introduction to the History of Art: Ancient and Medieval Art

ARTH 101

Introduction to the History of Art: Renaissance to the Present

ARTH 100/WRIT 125 05, 06

Introduction to the History of Art: Ancient and Medieval Art/Writing 125

ARTH 101/WRIT 125 03

Introduction to the History of Art: Renaissance to the Present/Writing 125

ARTH 241

Egyptian Art

ARTH 242

Greek Art

ARTH 243

Roman Art. Roads to Rome

ARTH 396

Greek Art from the Bronze Age to the Orientalizing Period

HIST 100

Introduction to Western Civilization

HIST 229/329

Alexander the Great: Psychopath or Philosopher King

HIST 230

Greek History from the Bronze Age to the Death of Philip II of Macedon

HIST 231

History of Rome

HIST 232

The Making of the Middle Ages, 500 to 1200

ITAL 263
Dante (in English)

PHIL 201
Ancient Greek Philosophy

PHIL 312
Aristotle

POL4 240
Classical and Medieval Political Theory

REL 104
Study of the Hebrew Bible/Old Testament

REL 105
Study of the New Testament

REL 204
Law in the Ancient Near East and Hebrew Bible/ Old Testament

REL 206
The Problem of Evil in Ancient Near Eastern Religions

REL 211
Jesus of Nazareth

REL 212
Paul: The Controversies of an Apostle

REL 243
Women in the Biblical World

REL 298
New Testament Greek

REL 342
Seminar. Rabbis, Romans, and Archaeology

Classical and Near Eastern Archaeology

AN INTERDEPARTMENTAL MAJOR

Director: *Marvin*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have an elementary knowledge of one ancient Near Eastern language (attention is called to the Brandeis exchange program) and take Anthropology 242 which details the emergence of early urban societies in the Near East, Religion 203 which traces their later history, and Egyptian Art (Art History 241).

Students should plan for at least one summer of excavation and/or travel.

CNEA 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CNEA 360 Senior Research Thesis

Prerequisite: By permission of Directors.
See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CNEA 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cognitive Science

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas*

A major in Cognitive Science is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of the mind, as well as with substantive training in one of the component disciplines (Psychology, Artificial Intelligence, Linguistics, or Philosophy. Students interested in a focus in Neuropsychology are advised to consider the Psychobiology major).

Students majoring in cognitive science must take a minimum of ten courses for the major. Courses eligible for the major are listed below although students are encouraged to consult the MIT Catalogue for additional offerings in the major.

Students must fulfill the following four core requirements:

CS 111
Introduction to Computer Science

LANG 114
Introduction to Linguistics or PSYC 216 Psychology of Language

PSYC 101
Introduction to Psychology

PHIL 215
Philosophy of Mind

In addition, students must fulfill the following two requirements:

One of PSYC 215–219 or BISC 213

PSYC 330
Topics in Cognitive Science. Topic for 1997–98: Consciousness.

The student must also design a concentration for the major that involves a minimum of four courses, one of which must be at the 300 level. Independent studies (350) and honors projects (360 and 370) can count toward this requirement. In designing concentrations, students should consult the following recommendations for possible concentrations:

Psychology:
Students who concentrate in psychology must take PSYC 205 and 214R. In addition any two or more of the following courses should be taken: PSYC 215–219, 316, 318, 319, 335; LANG 322; BISC 213, 315.

Computer Science:
Students concentrating in computer science must take CS 230 and CS 232. In addition, at least two of the following four courses should be taken: CS 231, 235, 249, 251, 305, 310, 332, 332. 349 may be taken after consultation with the student's advisor.

Linguistics:
In addition to LANG 114, students concentrating in linguistics should take at least 4 of any of the following courses: LANG 240, 244, 312, 322; PSYC 216, 316; JPN 252; PHIL 207.

Philosophy:
Students concentrating in philosophy should take at least 4 of any of the following courses: PHIL 207, 216, 217, 221, 314, 345. PHIL 349 may be taken after consultation with the student's advisor.

Comparative Literature

A STRUCTURED INDIVIDUAL MAJOR

Director: *Rosenwald*

The comparative literature major is a structured individual major for students seeking to study literature across departmental, national, and linguistic boundaries. Students in comparative literature devise their own programs in careful consultation with two advisors, one in each of two departments. and with the director of the program.

Students who major in comparative literature should, in putting their major together, be aware of the many and diverse courses here that pertain to the study of literature.

These include, but are not limited to:

1) courses in literary history;

2) courses in particular literary genres;

3) courses in the theory of literature;

4) courses in linguistics;

5) courses on the theory and practice of translation.

Many courses combine or fall between these categories.

Students should also be aware of the many courses on literature in translation, and should consult the list of these courses on p. 318.

Directions for Election

1. Majors in comparative literature shall complete a minimum of 10 courses. All of these courses must count towards the major in the departments in which they are offered.

2. Of these courses, one shall be EXTD 330, the comparative literature seminar.

3. In addition to EXTD 330, at least 2 more courses shall be taken at the 300-level.

4. Majors shall take 300-level courses in at least two languages, of which English may be one, and in at least two departments, and shall meet departmental prerequisites for these courses.

5. Majors shall take at least one course outside of the modern period in at least one of the literatures they are studying; what "the modern period" means for a particular literature will depend on the literature, and will be determined by the major's advisors.

6. Majors shall take some course offering a theoretical perspective helpful to their particular course of study. Sometimes this would be English 282: Introduction to Literary Theory or English 382: Criticism. But other courses, too, could meet this requirement. A student focusing on the multilingual literatures of North America might meet this requirement with Language Studies 312: Bilingualism; a student focusing on the process of intercultural adaptation and translation might meet it with French 308: Advanced Studies in Language I.

7. Majors shall take some course in which they do a substantial piece of independent work in comparative literature. This course may be EXTD 330, or a 350 in a pertinent department, or a senior thesis, or another course chosen by the student in consultation with her advisors.

In general, programs will be worked out in relation to the major's particular languages and interests. Examples of possible interests would include poetry, the novel, women's writing, and the relations between politics and literature.

Computer Science

Professor: *Shull*

Associate Professor: *Hildreth (Chair)*

Assistant Professor: *Metaxas, Turbak, Stephan*

Lecturer: *Lonske*

Laboratory Instructor: *Herbst*

All courses in the Computer Science Department (with the exception of 350, 360, 370) fulfill the Group C distribution requirement.

CS 110 Computer Science and the Internet

Ms. Lonske, Mr. Shull, Staff

This course will use the Internet as a domain to explore fundamental concepts in computer science. Topics include: design and analysis of algorithms; computational complexity; network security and reliability; decidability; and the impact of computers on society. Students learn the science and art of computer programming by building applications for the Internet using HTML, Java Script, and Java applets. *Students are required to attend an additional discussion section each week. Students considering additional computer science courses should take 111, not 110. Students cannot receive MM distribution credit for both 110 and 111.*

Prerequisite: None. No prior background with computers is expected.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

CS 111 Computer Programming and Problem Solving with Laboratory

Ms. Hildreth, Ms. Stephan, Mr. Turbak

An introduction to problem solving through computer programming. Using the Java programming language, students learn how to read, modify, design, debug, and test algorithms that satisfy problem specifications. Programming concepts include control structures, data structures, abstraction, recursion, modularity, and object-oriented design. Students explore these concepts in the context of interactive programs involving graphics, music, text, games, data analysis, user interfaces, and web pages. *Students are required to attend an additional 2-hour laboratory section each week. Required for students who wish to major or minor in computer science or elect more advanced courses in the field. Students cannot receive MM distribution credit for both 110 and 111.*

Prerequisite: None
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

CS 115 /PHYS 115 Robotic Design Studio

Mr. Turbak, Mr. Berg (Physics)

In this intensive course, students will gain technological fluency as they design, construct and program their own robotic creations using tiny on-board computers, LEGO construction pieces, and a variety of motors and sensors. The approach is multidisciplinary, introducing students to important ideas from the fields of computer science, mechanics, electronics, and engineering in the context of design projects that also offer ample opportunity for creative expression. Moreover, students may choose to explore biological ideas by building "behaviors" into their creatures, or artistic ideas by constructing "kinetic sculptures". The course will culminate in a robot exhibition presented to the College community. *Students may register for either CS 115 or PHYS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Wintersession Unit: 0.5

CS 215/ARTS 215 The Art and Science of Multimedia

Mr. Metaxas, Ms. Ribner (Art)

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration between fields that have been unrelated until recently. This course, team-taught by faculty of the Art and Computer Science departments, gives students a unique opportunity to be exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; and editing. In addition to scheduled assignments, students are expected to produce a professional-level multimedia project that will be published on CD-ROM. *Students may register for either CS 215 or ARTS 215. Credit will be given in the department in which the student is registered.*

Prerequisite: Admission by instructor's permission only. Recommended courses include at least one of the following: 110, 111, ARTS 105, ARTS 108, ARTS 209.
Distribution: Mathematical Modeling or Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

CS 230 Data Structures

Ms. Hildreth, Mr. Turbak

An introduction to techniques and building blocks for organizing large programs. Topics include: modules, abstract data types, recursion, procedural parameters, algorithmic efficiency, and the use and implementation of standard data structures and algorithms such as lists, trees, graphs, stacks, queues, priority queues, tables, sorting, and searching. Students become familiar with these concepts through weekly programming assignments. *Note that the fall 1997 semester is the last semester in which Pascal will be used in 230. Starting in the spring of 1998, Java will be used as the programming language in 230. Students who have taken 111 in Pascal are encouraged to take 230 in the fall 1997 semester. Students who take 230 in Pascal and wish to learn Java are encouraged to take 251 in the spring of 1998.*

Prerequisite: 111 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: Fall, Spring   Unit: 1.0

CS 231 Fundamental Algorithms

Mr. Turbak

An introduction to the design and analysis of fundamental algorithms. General techniques covered: Divide-and-conquer algorithms, dynamic programming, greediness, probabilistic algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness.

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: Fall   Unit: 1.0

CS 232 Artificial Intelligence

An introduction to Artificial Intelligence (AI), the design of computer systems that possess and acquire knowledge and can reason with that knowledge. Topics include knowledge representation, problem solving and search, planning, vision, language comprehension and production, learning, and expert systems. To attain a realistic and concrete understanding of these problems, Common Lisp, an AI language, will be taught and used to implement the algorithms of the course. *Alternate year course.*

Prerequisite: 230 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1998–99.   Unit: 1.0

CS 235 Languages and Automata

Mr. Shull

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, pushdown automata and Turing machines.

Prerequisite: 230, MATH 225 or MATH 305 recommended.
Distribution: Mathematical Modeling
Semester: Spring   Unit: 1.0

CS 240 Introduction to Machine Organization with Laboratory

Ms. Stephan

An introduction to machine organization and assembly language programming. Topics include an overview of computer organization, introduction to digital logic and microprogramming, the conventional machine level and assembly language programming, and introduction to operating systems. The course includes one three-hour laboratory appointment weekly.

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: Fall   Unit: 1.25

CS 249 Topics in Computer Science

Prerequisite: 230, or by permission of instructor.
Distribution: Mathematical Modeling
Semester: N/O   Unit: 1.0

CS 251 Theory of Programming Languages

Mr. Metaxas

An introduction to the dimensions of modern programming languages. Covers major programming paradigms: functional, imperative, object-oriented, and logic-oriented. Topics include syntax, naming, state, data, control, concurrency, non-determinism, and types.

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: Spring   Unit: 1.0

CS 301 Compiler Design

A survey of the techniques used in the implementation of programming language translators. Topics include lexical analysis, the theory of parsing and automatic parser generators, semantic analysis, code generation, and optimization techniques. *Alternate year course.*

Prerequisite: 240, 251
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1998–99.   Unit: 1.0

CS 305 Theory of Algorithms

A survey of topics in the analysis of algorithms and in theoretical computer science. Emphasis is placed on asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, introduction to complexity theory and the theory of NP-complete problems. *Alternate year course.*

Prerequisite: 231, MATH 225 or MATH 305.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1998–99. Unit: 1.0

CS 307 Introduction to Computer Graphics

Ms. Hildreth

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformations, raster graphics techniques such as line drawing and filling algorithms, hidden surface removal, shading and color models. Students learn how to design graphics displays using a state-of-the-art computer graphics software package. *Alternate year course.*

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: Fall. N/O in 1998–99. Unit: 1.0

CS 310 Theory of Computation

Mr. Shull

A survey of topics in the mathematical theory of computation. Topics include: Turing machines and oracles; time and space bounded computations; complexity classes P, NP, PSPACE, and NP-complete; time bounded Turing reducibilities; Boolean circuit complexity; and probabilistic algorithms. *Alternate year course.*

Prerequisite: 235, MATH 225 or MATH 305 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: Fall. N/O in 1998–99. Unit: 1.0

CS 331 Parallel Machines and Their Algorithms

This course is a broad introduction to parallelism that studies problem solving using a large number of cooperating processing elements. It is divided into four parts. First, it introduces the need for parallel computation and describes some of the fundamental algorithmic techniques. The second part surveys some of the most popular interconnection networks employed in today's parallel computers. In the third part, several parallel algorithms are designed and implemented on a computer containing 1,000 processors. A short project composes the last part. *Alternate year course.*

Prerequisite: 231 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1998–99. Unit: 1.0

CS 332 Visual Processing by Computer and Biological Vision Systems

Ms. Hildreth

An introduction to algorithms for deriving symbolic information about the three-dimensional environment from visual images. Aspects of models for computer vision systems will be related to perceptual and physiological observations on biological vision systems. Assignments will use computer vision software written in Common Lisp. Topics include: edge detection, stereopsis, motion analysis, shape from shading, color, visual reasoning, object recognition. *Alternate year course.*

Prerequisite: 230, or by permission of instructor.
Distribution: Mathematical Modeling
Semester: Spring. N/O in 1998–99. Unit: 1.0

CS 340 Computer Architecture with Laboratory

An examination of computer hardware organization. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), fundamental building blocks of digital computers, control logic, microprogramming, microprocessor, pipelined and multiprocessor systems and new technologies. *The course includes one three-hour digital laboratory appointment weekly. Alternate year course.*

Prerequisite: 240
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1998–99. Unit: 1.25

CS 341 Operating Systems

Ms. Stephan

An examination of the software systems that manage computer hardware. Topics include processes, interprocess communication, process coordination, deadlock, memory management, swapping, paging, virtual memory, input/output management, file systems, protection, security, networks, distributed systems, multiprocessors, and massively parallel machines. *Alternate year course.*

Prerequisite: 240 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: Spring N/O in 1998–99. Unit: 1.0

CS 349 Topics in Computer Science

Prerequisite: 230, or by permission of instructor.
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

CS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CS 360 Senior Thesis Research

Prerequisite: By permission of the department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

Attention Called

PHYS 219

Modern Electronics Laboratory

Directions for Election

Students majoring in computer science must complete 111, 230, 231, 235, 240, 251, two Grade III courses other than 350 or 370, and at least one additional computer science course at the Grade II or Grade III level. Students who do not take CS 111 must replace this requirement with one additional computer science course at the Grade II or Grade III level. Computer science courses at MIT or other institutions used to meet the nine course requirement must be approved in advance by the Department chair on an individual basis. In addition, all majors in computer science will be expected to complete (1) either Mathematics 225 or Mathematics 305, and (2) at least one additional course in mathematics at the Grade II or Grade III level. Students are encouraged to complete the Grade II level CS and mathematics requirements as early in the major as possible. Students are encouraged to consult the *Computer Science Student Handbook* for suggestions of possible course schedules for completing the major. Students considering a junior year abroad should consult a faculty member in the department as soon as possible in their sophomore year to plan a schedule of courses to complete the major.

All computer science majors are strongly encouraged to participate in the bi-weekly Computer Science Student Seminar held throughout the academic year. In this seminar, students have the opportunity to explore topics of interest through reading and discussion, field trips, invited speakers, independent research projects, or software development projects. Beginning with the Class of 2000, participation in this seminar will be required of all computer science majors.

The computer science minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, 240, either 231 or 235, and at least one Grade III level computer science course. Students who do not take CS111 must replace this requirement with one additional computer science course at the Grade II or Grade III level.

Students who plan to pursue graduate work in computer science are strongly encouraged to develop their background in mathematics, particularly in the areas of linear algebra, probability and statistics, and graph theory. Such students should elect one or more of 305, 310 or Mathematics 305. In addition, students who are planning either graduate work or technical research work are further encouraged to obtain laboratory experience by electing one or more of Computer Science 301, 340, 350/360 or appropriate courses at MIT. Majors who are interested in writing a senior honors thesis are urged to discuss their plans with either their advisor or the Department chair as early as possible in their junior year.

Economics

Professor: *Case, Goldman, Joyce (Chair), Lindauer, Matthaei, Morrison*[A2], *Witte*[A2]

Associate Professor: *Andrews*[A], *Levine*[A], *Skeath*[A1], *Velenchik*[A]

Assistant Professor: *Blomberg, Hansen*[A1], *Kauffman*[A], *Chakrabarti*

Visiting Assistant Professor: *Alexander, Kiel, Secondi, Guzman*

Visiting Instructor: *Johnson*

All courses in the Economics Department (with the exception of 350, 360 and 370) fulfill the Group B^2 distribution requirement.

ECON 101 Principles of Microeconomics

ECON 102 Principles of Macroeconomics

The Staff

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, Microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy issues include imposition of price floors and ceilings, income distribution, competition and its regulation, and the performance of particular markets. 102, Macroeconomics, is an analysis of the aggregate dimensions of the economy: national income, employment, inflation, fiscal and monetary policies, balance of payments. Policy issues include business cycles, economic growth, and open economy transactions.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 199/POL 199/SOC 199 Introduction to Social Data Analysis

Mr. Morrison, Mr. Case, Mr. Cuba (Sociology), Ms. Fastnow (Political Science)

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students may register for either ECON 199, POL 199 or SOC 199. Credit will be given in the department in which the student is registered.*

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 200 Econometrics

Mr. Blomberg, Ms. Kiel

Application of statistical methods to economic problems. Emphasis will be placed on regression analysis that can be used to examine the relationship between two or more variables. Issues involved in estimation, including goodness-of-fit, statistical inference, dummy variables, heteroskedasticity, serial correlation, and others will be considered. Emphasis will be placed on real world applications where appropriate.

Prerequisite: 199; 101 and 102, or for students who have completed one course and are taking the other; and MATH 115.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 201 Intermediate Microeconomic Analysis

Ms. Alexander, Mr. Morrison, Ms. Skeath

Intermediate microeconomic theory: analysis of the individual household, firm, industry and market, and the social implications of resource allocation choices. Emphasis on application of theoretical methodology.

Prerequisite: 101, 102 and MATH 115.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 202 Intermediate Macroeconomic Analysis

Mr. Blomberg, Ms. Chakrabarti, Mr. Joyce

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth. Analysis of policies to control inflation and unemployment.

Prerequisite: 101, 102 and MATH 115.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 204 U.S. Economic History

Traces the structure and development of the U.S. economy from Colonial times to World War II; highlights historical episodes including the start of the nation, economics of slavery, the westward movement, economic consequences of the Civil War, and causes of the Great Depression. Specific topics include agriculture, trade, technology, finance and labor. Emphasis on relating U.S. historical experience to current economic problems.

Prerequisite: 101
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O. Offered in 1998–99. Unit: 1.0

ECON 210 Financial Markets

Mr. Joyce

Overview of financial markets and institutions, including stock and bond markets, financial intermediaries, money markets, commercial banks and thrifts, monetary policy, international lending.

Prerequisite: 101 and 102.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 211 Statistics and Econometrics

Ms. Hansen

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer.

Prerequisite: 101 and 102, or for students who have completed one course and are taking the other.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 214 International Economics

Ms. Chakrabarti, Mr. Lindauer

An introduction to international economics in theory and practice. Topics to be covered include the gains from trade, commercial policy, foreign exchange markets, balance of payments analysis, international capital flows, and international financial institutions.

Prerequisite: 101 and 102.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ECON 220 Development Economics

Mr. Lindauer

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, income distribution, rural development, foreign aid, and international trade strategies.

Prerequisite: 101 and 102.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 222 Games of Strategy

Ms. Skeath

Should United Airlines match the cheap fares offered by America West on their common routes? Would it make sense to sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? In business, politics, and everyday life, the effects of your decisions often depend on how others react to them. This course will introduce some basic concepts and insights from the theory of games (backward induction, prisoners' dilemmas, brinkmanship, coordinating moves, pre-commitment) that can be used to understand any such situation in which strategic decisions are made. The emphasis of the course material will be on applications rather than on formal theory. Extensive use will be made of in-class experiments, examples, and cases drawn from business, economics, politics, movies and current events.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 225 Urban Economics

Mr. Case

Analysis of the location decisions of households and firms. Topics include: real estate development and finance, housing markets and housing finance, real estate cycles, regional economics, problems of the inner city, discrimination in housing and credit markets, and homelessness. Alternative public policy responses to urban problems. The course requires several projects requiring field work.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 228 Environmental and Resource Economics

An investigation of the economic aspects of resource and environmental issues. Includes discussion of renewable and non-renewable resources, waste management and recycling, global climate and pollution. Emphasis on using economic analysis to understand how and why resource use over time under unregulated market forces might differ from socially desirable use. Provides case studies and policy analysis.

Prerequisite: 101 and 102.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 229 Women in the Labor Market

Analysis of the differences in the labor market experiences of men and women. Three major questions will be addressed: (1) Why do women earn less than men? (2) Why are men and women employed in different types of jobs? (3) What is comparable worth and what effects would it have on the labor market if introduced?

Prerequisite: 101 and 211.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 230 Contemporary Economic Issues

A course applying introductory micro- and/or macroeconomic analysis to problems of current policy interest.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 232 Health Economics

Ms. Hansen

An economic analysis of the health care system and its players: government, insurers, health care providers, patients. Issues to be studied include demand for medical care; health insurance markets; cost controlling insurance plans (HMOs, PPOs, IPAs); government health care programs (Medicare and Medicaid); variations in medical practice; medical malpractice; competition versus regulation; and national health care reform.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 234 Government Policy: Its Effect on the Marketplace

Ms. Alexander

The United States government imposes regulations on selected markets, restricts competition, corrects market failure, intervenes in the marketplace. These government actions in the American economy will be analyzed using microeconomic tools with primary emphasis on price, profit, quality, and safety regulation. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 238 Economics and Politics

Mr. Blomberg

Does the economy influence who will win the next Presidential election? Will the European Monetary Union succeed? Does the economy perform better for right-wing or left-wing governments? The course provides an introduction to the study of the interaction between economics and the political process, from both an international and a domestic perspective. The emphasis is both applied and theoretical with topics including the political business cycle, political economy war models, and central bank independence.

Prerequisite: 101 and 102.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 239, 240 Analysis of Foreign Economies

An economic study of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure, and economic problems.

ECON 239/POL2 239 The Political Economy of East Asian Development

Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning vs. the market; the political issues to be considered include ideology, authoritarianism, democratization and the role of the state. The course emphasizes the lessons for economic growth, social equality and political change provided by the East Asian experience. *Students may register for either ECON 239 or POL2 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Economics 239C).*

Prerequisite: Economics 101 or 102 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 240 Topic A: The Russian Economy

Mr. Goldman

A look at the economy of prerevolutionary Russia, New Economic Program, Collectivization, and Five Year Plans. Why has central planning been counterproductive; why did Gorbachev's remedies not solve the problem? What are Yeltsin's chances of success? What does this experiment tell us about economic theory and why is the transition to the market so difficult?

Prerequisite: 101 and 102.
Distribution: Social and Behavioral Analysis
Semester: Spring   Unit: 1.0

ECON 241 Economic Development of Greater China

Mr. Secondi

Survey and analysis of the economic development of mainland China, Taiwan and Hong Kong. China's economy before 1949, under central planning, and during the Great Leap Forward and the Cultural revolution. Deng's rise to power and economic reforms that over the past twenty years have turned China into the fastest-growing economy in the world. Economic development in Taiwan and Hong Kong and the economic consequences of Hong Kong's new status as part of the PRC.

Prerequisite: 101 and 102.
Distribution: Social and Behavioral Analysis
Semester: Spring   Unit: 1.0

ECON 243 Race and Gender in U.S. Economic History

Study of conservative, liberal and radical economic theories of gender and race inequality. Exploration of the interconnections between race-ethnicity, gender, and capitalist development in the U.S. Historical topics include Native American economies before and after the European invasion, the economics of slavery, European and Asian immigration, the colonization of Puerto Rico, the uneven entrance of women into the paid labor force, and the segmentation of labor markets by gender and race-ethnicity.

Prerequisite: 101
Distribution: Social and Behavioral Analysis or Historical Studies
Semester: N/O   Unit: 1.0

ECON 249 Seminar. Marxist and Post-Marxist Economics

Study of Marx's analysis and critique of capitalism, and of his vision of socialism. Exploration of contemporary post-Marxist or "radical" economics, including Marxist-feminist, anti-racist, and ecological economics. Study of radical economists' analyses of the collapse of communism in the Soviet Union and Eastern Europe, and of their current proposals for economic restructuring, including market and participatory socialism.

Prerequisite: 101 or 102, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O   Unit: 1.0

ECON 301 Comparative Economic Systems

Mr. Goldman

Comparative study of the treatment of economic problems under different economic systems. Analyzes the economic ideology of capitalism, utopian writings, market socialism, workers' management, and Marxism. Functions of prices, profits, and planning in allocation of resources. Compares several capitalist and socialist countries including the U.S., China, and Russia.

Prerequisite: 201 or 202.
Distribution: Social and Behavioral Analysis
Semester: Fall   Unit: 1.0

ECON 305 Industrial Organization

Ms. Alexander

A course in applied microeconomics, focusing on the performance of real world markets. Emphasis on the welfare costs of market power as well as public policy responses. Topics include analysis of imperfectly competitive markets (e.g., monopolistic competition, oligopoly, imperfect and asymmetric information), firm and industry strategic conduct, and antitrust policy attempts to improve industrial performance.

Prerequisite: 201 (required) and 200 or 211 (recommended).
Distribution: Social and Behavioral Analysis
Semester: Spring   Unit: 1.0

ECON 310 Public Finance

Mr. Case

The role and function of government in a market economy. Issues in tax analysis including equity and efficiency, the effects of taxes on labor and capital supply, tax incidence and optimal taxation. Description and analysis of specific taxes and expenditure programs.

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: Spring   Unit: 1.0

ECON 313 International Macroeconomics

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include: the Keynesian model of income and balance of payments determination, the monetary approach to the balance of payments, fixed and floating exchange rate regimes, policy mix and effectiveness with capital mobility, and the asset-market approach to exchange rates.

Prerequisite: 202
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 314 International Trade Theory

Mr. Johnson

Theoretical analysis of international trade. Emphasis on models of comparative advantage, determination of gains from trade and the effects of trade restrictions such as tariffs and quotas. Further topics include: the role of scale economies, the political economy of protectionism and strategic trade policy.

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 315 History of Economic Thought

Ms. Matthaei

Study of the history of economic theory over the last 250 years, through reading of the original texts. Focus on the development and interaction of two opposed views of the market economy—Classical/Marxian and Neo-classical. Analysis of the topics of scarcity, price determination, income distribution, monopoly, unemployment, economic freedom, sexual and racial inequality, and the environment. Student debates on selected issues and search for a middle ground.

Prerequisite: 201 or 202.
Distribution: Social and Behavioral Analysis or Epistemology and Cognition
Semester: Spring Unit: 1.0

ECON 316 Modern Economic History

Economic crises and economic theory from the Great Depression to the present. Economic policy in war and peace. Analysis of structural change in the world economy.

Prerequisite: None
Distribution: Social and Behavioral Analysis or Historical Studies
Semester: N/O Unit: 1.0

ECON 317 Economic Modeling and Econometrics

Ms. Witte

Introduction to the theory and practice of econometrics. Includes techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered. Emphasis on both problem solving and the application of techniques to actual data. Computers will be utilized.

Prerequisite: 200 or 211, and either 201 or 202, and one other economics course.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 320 Seminar. Economic Development

Mr. Secondi

Theoretical and empirical exploration of microeconomic issues of concern to developing countries. Specific topics may include land tenure regimes and the structure of agricultural markets, the behavior of rural households in the production of output and the management of risk, the functioning of rural and urban labor markets, human capital formation and the education system, intra-household resource allocation, and the measurement and policy responses to inequality and poverty.

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 325 Law and Economics

Ms. Witte

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 328 Public Policy and the Environment

Ms. Kiel

This course considers the economics of public policy towards the environment. After examining the concepts of externalities, public goods, and common property resources, we discuss the measurement of costs and benefits of environmental policy. Applications of these tools include air and water pollution, recycling and waste management, and hazardous substances. In addressing each of these problems, we compare various public policy responses such as regulation, marketable permits and tax incentives.

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 329 Labor Economics

Inquiry into the determinants of the supply of labor, the demand for labor, unemployment, and wage differentials across workers. Specific topics include an analysis of the wage gap between men and women, the effects of immigration on the U.S. labor market, the effects of labor unions. Recent applied economic research on these and other topics will be introduced.

Prerequisite: 201, and 201 or 211.
Distribution: Social and Behavioral Analysis
Semester: N/O. Offered in 1998–99. Unit: 1.0

ECON 330 Advanced Topics in Economics

Current issues within the discipline of economics. Emphasis on developing appropriate methodology for specific economic questions and on student use of that methodology.

Topic A: Finance Theory and Applications
An introduction to the theory and practice of financial economics, using the techniques of modern finance to solve real-world problems. Topics include principles of valuation, fixed income securities, equity securities, the capital asset pricing model, capital budgeting, market efficiency, the term structure of interest rates, and option pricing.

Prerequisite: 201, and 200 or 211.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

Topic B: The Wealth of Nations
An introduction to economic growth. The study of economic growth and policies to promote long term growth in market economies. Two central questions: (1) How have economists conceived of the process of economic growth? and (2) How are the visions of economists translated into actual policy making? We will take a guided tour through various theories, as well as study the role of institutional structure and state policy in shaping the economic growth of the U.S., Japan, Brazil, and some Western European countries.

Prerequisite: 201 and 202.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 331 Seminar. Monetary Theory and Policy

Mr. Guzman

The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, the money supply process, monetary autonomy in an open economy, and current procedures in the U.S. and other nations.

Prerequisite: 202, and 201 or 211.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 340 Advanced Analysis of Foreign Economies

Analysis of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure and economic problems.

Topic A : Seminar. The European Union
History and analysis of economic integration within the European Union. Topics include trade, factor flows, regional variation, monetary unification, deepening, widening, and external policy.

Prerequisite: 201, 202, and 200 or 211.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

Topic B: Seminar. The Economies of Africa
This course will combine lectures and discussions of general themes with student research and presentations on specific countries in comparing and contrasting the economic experience of the nations of sub-Saharan Africa. Topics include: the economic impact of colonialism, land tenure institutions and agricultural production, food policy, primary product exports, migration and urbanization, and industrialization.

Prerequisite: 201, and 200 or 211.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 343 Feminist Economics

Ms. Matthaei

An introduction to the new field of feminist economics, a diverse and multi-faceted set of analyses which critique conventional economic theories, analyze the economics of gender difference and inequality, and advocate policies to advance the position of women. Factual, methodological, theoretical, and policy questions will be explored. Has women's economic position been improving historically in the U.S. and in the world? Do existing economic theories embody a masculinist perspective? What role do labor markets play in perpetuating discrimination against women? How can economists best understand housework and childcare, and women's predominance in them? How do race, class, and sexuality differentiate women's economic experiences? What is a feminist analysis of welfare? What insights do feminists have for development economics? And finally, what would women's liberation mean, in economic terms?

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken 201 and 202; 200 or 211 is strongly recommended. 350 students will be expected to participate in the Economic Research Seminar (see 360).
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 360 Senior Thesis Research

Students writing a senior honors thesis will be expected to participate regularly throughout the 360 and 370 in the Economic Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

Prerequisite: By permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 370 Senior Thesis

Prerequisite: 360
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

Attention Called

AFR 219
Economic Issues in the African American Community

Directions for Election

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions within a structured analytical framework.

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit. Any student who plans to take economics after 101 and 102 should consult a department advisor.

For the class of 1998, the economics major consists of a minimum of eight courses. The major must include core coursework in microeconomics (101 and 201), macroeconomics (102 and 202), and statistics (211), as well as two Grade III courses (beginning with the class of 1998, ordinarily not counting 350). A student may elect to take 199 and 200 in place of 211. The department encourages students to do more than two Grade III courses and requires majors to take more than half their Grade III economics units at Wellesley. Beginning with the class of 1998, units given to a student for Advanced Placement in Micro- or Macroeconomics do not count toward the minimum major. Beginning with the class of 1999, the core requirement in statistics must be met with a two course sequence, Economics 199 and 200, rather than with Economics 211. This raises the minimum requirement for the major to 9 courses. All other requirements are unchanged.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with a few other mathematical tools, is central to the discipline and literature of mainstream economics. We therefore require Mathematics 115 or its equivalent for all 200, 201 and 202 sections, and thus for the major in economics. We encourage students to consult a departmental advisor about whether more mathematics courses might be desirable.

The department offers majors two programs for pursuing departmental honors. Under Program I, students complete two semesters of independent research (Economics 360 and 370) culminating in an honors thesis. Under Program II, a student would complete one semester of independent research (Economics 350) related to previous Grade III level coursework and would submit to an examination in economics that includes the topic covered in her research project. All honors candidates are expected to participate in the Economics Research Seminar.

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, etc. The minor consists of: 101, 102 and 199 (or 211 for minors in the class of 1998), plus two additional 200 level units, excluding 201 and 202. The plan for this option should be carefully prepared; a student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics.

Students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts, especially history, sociology, and political science.

Credit for Courses taken at other Institutions:

In order to obtain Wellesley credit for any economics course taken at another institution during the summer or academic year, approval must be obtained *in advance* from the department's Transfer Credit Advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken elsewhere will not normally be transferred at the Grade III level. Further, Economics 201, 202 and 200 or 211 should ordinarily be taken at Wellesley. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's Transfer Credit Advisor.

Education

Professor: *Brenzel*

Associate Professor: *Beatty (Chair)*

Assistant Professor: *Hawes*

Instructor: *Marshall, Robeson, Speiser*

Associate in Education: *Akeson, Beevers, Cleary, Cunniff, Fiorillo, Friedman, Glass, McCowan, Morris, Nutting, Simms-Tyson*

Courses in the Education Department (with the exception of 350) fulfill either the Group B^1 or Group B^2 distribution requirement as indicated.

EDUC 102/WRIT 125 04 Education in Philosophical Perspective

Mr. Hawes

Reflective and analytical inquiry into ideas and problems of education. Topics include: learning and teaching, educational aims and values, curriculum and schooling. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. Open to all first-year students, this course both satisfies the Writing 125 requirement and counts as a unit for the Group B distribution requirement and the Education minor. Includes a third session each week.

Prerequisite: None
Distribution: Epistemology and Cognition/B^1
Semester: Fall, Spring Unit: 1.0

EDUC 102 Education in Philosophical Perspective

Reflective and analytical inquiry into ideas and problems of: learning and teaching, educational aims and values, curriculum and schooling. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification.

Prerequisites: None
Requirements: Epistemology and Cognition/B^1
Semester: N/O Unit: 1.0

EDUC 212 History of American Education

Ms. Brenzel

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of educational institutions, their role in socializing and stratifying the young, and, generally, the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on examining its frequently conflicting policies and purposes, especially in the late nineteenth and twentieth centuries.

Prerequisite: One course in history.
Distribution: Historical Studies/B[1]
Semester: Fall Unit: 1.0

EDUC 214 Youth, Culture, and Student Activism in Twentieth Century America

Ms. Brenzel

Traditionally, educational institutions have separated youth from the larger society. At the same time, schools have been the seedbeds of youth unrest and student activism. The political activities of student groups will be studied in light of changing definitions of youth, their schooling, and dissent. We will address the relationship between society's efforts to educate the young and student activism among youth in schools as well as among "drop outs" and other disaffiliated groups.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B[1] or B[2]
Semester: Spring Unit: 1.0

EDUC 216 Education, Society, and Social Policy

Ms. Beatty

An examination and analysis of educational policies in a social context. The justification, formulation, implementation, and evaluation of these policies will be studied with emphasis on issues such as inequality; desegregation; tracking; school choice; and bilingual, special, and preschool education. Relevant field placement may be arranged as part of this course for students wishing to fulfill requirements for teacher certification.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B[2]
Semester: Spring Unit: 1.0

EDUC 220 Observation and Fieldwork

Mr. Hawes

Observation and fieldwork in educational settings. This course may serve to complete the requirement of at least three documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required.

Prerequisite: 300. Mandatory credit/noncredit. Open only to students who plan to student teach and by permission of the instructor.
Distribution: Social and Behavioral Analysis/B[2]
Semester: Fall, Spring Unit: 1.0

EDUC 300 Educational Theory, Curriculum, Instruction, and Evaluation

Ms. Beatty

An intensive exploration of educational theories, teaching methods, and classroom practice. This course focuses on the relation of school curriculum to intellectual development, and learning, as well as on curriculum development, instruction, testing, and evaluation. Special additional laboratory periods for teaching presentations will be scheduled. An accompanying field placement is required for teacher certification.

Prerequisite: 102, 212, 216, PSYC 248, or MIT 11.124. By permission only. Students must apply for admission by April 1st. Required for teacher certification.
Distribution: Epistemology and Cognition/B[2]
Semester: Fall Unit: 1.0

EDUC 302 Seminar. Methods and Materials of Teaching

Ms. Speiser, Mr. Hawes

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields.

Prerequisite: 300 and by permission of the department. Open only to students doing student teaching. Required for teacher certification.
Distribution: Social and Behavioral Analysis/B[2]
Semester: Spring Unit: 1.0

EDUC 303 Practicum. Curriculum and Supervised Teaching

Ms. Speiser, Mr. Hawes, and Staff

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at appropriate school placement required full time five days a week.

Prerequisite: Required for teacher certification. Students must apply to the department for admission to this course in the semester before it is taken.
Corequisite: 302.
Distribution: Social and Behavioral Analysis/B^2
Semester: Spring Unit: 1.0

EDUC 304 Curriculum and Instruction in Elementary Education

Ms. Beatty, Ms. Speiser, Ms. Cunniff, Ms. Fiorillo, Ms. Friedman, Ms. Glass, Ms. Morris, Ms. Nutting, and Ms. Simms-Tyson

A semester-length seminar taught by a team of experienced teachers. This course focuses on instructional methods and curriculum materials used in elementary school classrooms, especially on the teaching of mathematics, reading, literature, science, and social studies.

Prerequisite: 300. By permission only. Begins in the fall but should be registered for during the spring semester only, simultaneously with student teaching. Required for elementary teacher certification.
Distribution: Epistemology and Cognition/B^2
Semester: Fall, Spring Unit: 1.0

EDUC 306 Seminar. Women, Education, and Work

Ms. Brenzel

Examination of ways in which the background of women and the structure of society and work affect the lives of women, from a historical, sociological, and public policy point of view. We will study the relationships between societal institutions and the intersections among women's lives, the family, education, and work.

Prerequisites: Open to juniors and seniors.
Distribution: Historical Studies/B^1 or B^2
Semester: Spring Unit: 1.0

EDUC 308 Seminar. Foreign Language Methodology

A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a Second Language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of foreign-language teaching.

Prerequisite: By permission of the instructor.
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

EDUC 309 Seminar. Child Care Policy in the United States

This seminar examines the major policy issues in non-parental child care. We will examine current debates about the impact of early non-parental child care on children, the relationship between child care and welfare reform, and the role of government, the private sector and families in the provision of non-parental child care.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B^2
Semester: N/O Unit: 1.0

EDUC 312 Seminar. History of Child Rearing and the Family

Ms. Brenzel

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of children and families of differing social, economic, racial, and ethnic backgrounds.

Prerequisite: Open to juniors and seniors.
Distribution: Historical Studies/B^1
Semester: Fall Unit: 1.0

EDUC 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

ARTH 299

Museum Education

PSYC 207

Developmental Psychology

PSYC 208

Adolescence

PSYC 248

Psychology of Teaching, Learning, and Motivation

Directions for Election

With the exception of EDUC 300, 302, 303, and 304 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9–12) or elementary (grades 1–6) teachers should obtain the department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Generally, the program requires students to take specific courses within their teaching fields (or, for elementary education, in psychology and education, including a course on the teaching of reading at Brandeis University), and five or six courses (two of which are the student teaching practicum and accompanying seminar, EDUC 303 and 302).

Required

EDUC 102 or 212 or 216 or PSYC 248 or MIT 11.124 or other approved course; 300, 302 and 303; PSYC 207 or 208 or MIT 9.85; and, for Elementary Education only, EDUC 304 Curriculum and Instruction in Elementary Education and Education 107A Teaching of Elementary Reading (offered at Brandeis University).

In addition, teacher certification requires 75 hours of field work prior to student teaching. Students enrolled in EDUC 303 Practicum may register for EDUC 220, but are not required to do so. In some circumstances, students may meet some of the requirements by submitting evidence of independent field experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the department as early as possible.

Students with a major in a field other than the ones specified for a particular teacher certification program, may apply to have a program of study deemed appropriate by the College for the particular field of certification consistent with the state's definition of a "Bachelor's Degree of Arts and Sciences." To do so, please consult the Department as soon as possible, and well before applying to EDUC 300.

Certification in Massachusetts is recognized by many other states.

A minor for students seeking teacher certification (5 or 6 units) consists of: (A) 102 or 212 or 216 or PSYC 248 or MIT 11.124 or other approved course; (B) PSYC 207 or 208 or MIT 9.85 with permission of the department, and (C) 300, 302, and 303. For students seeking elementary certification EDUC 304 and Brandeis Education 107A are also required. A minor for students in educational studies consists of five courses chosen from: 102, 212, 214, 216, 306, and 312. PSYC 207, 208, or 248 may be substituted for one of these courses, and at least one 300 level course must be included.

For admission to EDUC 300, EDUC 302, EDUC 303, and EDUC 304, students must apply and be formally admitted to the teacher certification program. Applications are available in the Education Department.

English

Professor: *Bidart, Sabin, Cain*[A2], *Harman, Peltason (Chair), Rosenwald, Lynch*

Associate Professor: *Tyler, Shetley, Meyer, Mikalachki*

Assistant Professor: *Sides, Brogan, Cezair-Thompson, Cooper, Hickey, Noggle, Ko, Lee*

All courses in the English Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

ENG 112 Introduction to Shakespeare

Mr. Peltason

Study of a number of representative plays with emphasis on their dramatic and poetic aspects.

Prerequisite: None. Especially recommended to nonmajors.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

ENG 113 Studies in Fiction

Mr. Ko

A reading of the most deeply valued, highly unsettling and scandalously entertaining works of English and world literature, such as: Rabelais' *Gargantua and Pantagruel*, Swift's *Gulliver's Travels*, Flaubert's *Madame Bovary*, Dostoyevsky's *Brothers Karamazov*, Conrad's *Heart of Darkness*, and Joyce's *Dubliners*.

Prerequisite: None. Especially recommended to nonmajors.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 114 Race, Class, and Gender in Literature

Mr. Rosenwald

Topic for 1997–98: Texts from 19th and 20th century American literature and criticism that deal with race, class, and gender in especially interesting ways. Possible readings include: Herman Melville, "Benito Cereno," "Bartleby the Scrivener," "The Paradise of Bachelors and the Tartarus of Maids"; Mark Twain, *Huck Finn;* Theodore Dreiser, *Sister Carrie;* Edith Wharton, *The House of Mirth;* Adrienne Rich, "When We Dead Awaken," other essays, poems; Toni Morrison, *Playing in the Dark and Beloved.*

Prerequisite: None. Especially recommended to nonmajors.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 120/WRIT 125 01, 02, 03 Critical Interpretation

The Staff

A course designed to increase power and skill in critical interpretation by the detailed reading of poems. In 1997–98 four sections of Writing 125 also satisfy the English 120 requirement. For a description of these sections, see The Writing Program in this catalog.

Prerequisite: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 121/WRIT 125 04 The Novels of Jane Austen

Ms. Meyer

Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she comment on the larger social and historical scene? What are her views on such issues as slavery or the proper role of women? *This course satisfies both the Writing 125 requirement and counts as a unit toward the English Major. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 122/WRIT 125 Ondaatje's *The English Patient:* The Great Maps of Art

Ms. Mikalachki

This course explores the centrality of English literature and western art to Michael Ondaatje's vision of human community in *The English Patient.* Its title character is in many ways an icon of England or Europe at the end of the war—burnt beyond recognition, yet still exercising a powerful and nostalgic cultural attraction for the colonial figures who surround him. Other texts will include selections from Ondaatje's poetry, his memoir *Running in the Family,* his earlier novel *In the Skin of a Lion*, Rudyard Kipling's *Kim,* and selections from Christopher Smart's *Jubilate Agno Dei* and the *Histories* of Herodotus. *This course satisfies both the Writing 125 requirement and counts as a unit toward the English Major. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 127/WRIT 125 An Introduction to Modern Drama

Mr. Rosenwald

A study of modern drama from Ibsen to the present. First, a discussion of early modern European drama and dramatic theory, with readings by Henrik Ibsen, Bertolt Brecht, Antonin Artaud, and Eugène Ionesco; then a discussion of late modern and contemporary American drama and theater, with readings by Lorraine Hansberry, María Irene Fornés, and Adrienne Kennedy, and viewings of some local performances. Focus on the skills of reading a play and viewing a performance, and on the political, psychological and artistic functions of theater. *This course satisfies both the Writing 125 requirement and counts as a unit toward the English Major. Includes a third session each week.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

For sections of the Writing Program taught by members of the English Department but *not* counting toward the English major, see The Writing Program in this catalog.

ENG 200/WRIT 200 Intermediate Expository Writing

Mr. Cooper

Topic for 1997–1998: Essays in Sexuality. Examining several kinds of essays (meditation, op-ed piece, philosophical argument, scholarly article) about sexuality, this course aims to improve the student's reading and writing generally as well as her understanding of the kinds of strategies authors have used to appear rational, sober, persuasive, and enlightening about this most irrational, intoxicating, deep-rooted, and universal of human experiences. Authors: Freud, Boswell, Rubin, Rich, Nagel, Paglia, Laqueur, Mackinnon, and others.

Prerequisite: None. May be elected by transfer and Davis Scholars to satisfy the writing requirement.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 202 Poetry

Mr. Bidart

The writing of short lyrics and the study of the art and craft of poetry. *Enrollment limited to 18.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 203 Short Narrative

Ms. Sides, Mr. Schwartz, Ms. Cezair-Thompson

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Enrollment limited to 18. Mandatory credit/noncredit.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 204 The Art of Screenwriting

Ms. Cezair-Thompson

The theory and practice of writing for film with special focus on a) original screenplays and b) screen adaptations of literary works. A creative writing course for those interested in film, drama, and fiction writing. Work includes writing scripts, watching and analyzing films, and a comparative study of literary works and their film adaptations e.g., Joyce/Huston's "The Dead," Hardy/Polanski's "Tess." *Enrollment limited to 18. Mandatory credit/non credit.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

ENG 209/AFR 209 The Art of Playwriting

The writing of plays; frequent class discussion of student writing with some reference to established examples of the genre. *Students may register for either ENG 209 or AFR 209. Credit will be given in the department in which the student is registered. Enrollment limited to 18.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

ENG 211 Medieval Literature

A survey of medieval literature in several genres, from the Old English heroic monster-poem, *Beowulf*, to the late medieval morality play, *Everyman*. Readings in lyric and narrative poetry, romance, drama, fabliaux, and dream allegory. Texts will be drawn from both English and continental sources. No previous experience with medieval poetry required or expected.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 213 Chaucer

Ms. Lynch

Feminist, Misogynist, Heretic, Moralist, Progressive, Reactionary—These are some of the conflicting labels that have been applied to Geoffrey Chaucer, enigmatic father of English poetry. This course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, bawdy prankster, in the *Canterbury Tales* and selected shorter poems.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 216-217 English Survey

A two-semester examination of British literature from the middle ages to the 20th century. Emphasis on discussion, development of critical skills, and a sense of historical periods and influences. *Students who take both semesters of the English Survey satisfy the English 120 requirement.*

Prerequisite: One unit of credit may be given for Semester I (216), but students registering for Semester II (217) should have taken Semester I.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 222 Renaissance Literature

Ms. Mikalachki

A survey of sixteenth-century literature with an emphasis on poetry. In addition to lyric poems spanning the century, epic poems by Spenser (Book 3 of *The Faerie Queene*) and Marlowe, and a play, the course will include early prose fiction about continental travel and London's criminal underworld.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 223 Shakespeare Part I: The Elizabethan Period

Ms. Sabin, Mr. Ko

The formative period of Shakespeare's genius: comedies such as *A Midsummer Night's Dream, As You Like It, Merchant of Venice,* and *Twelfth Night;* histories like *Richard III, Richard II, Henry IV (Parts 1 and 2);* the early tragedy *Romeo and Juliet;* and the late Elizabethan masterpiece *Hamlet.* Attention to dramatic form and poetic language; performance practices; and thematic concerns ranging from gender relations and identities to national self-consciousness.

Prerequisite: 120
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

ENG 224 Shakespeare Part II: The Jacobean Period

Ms. Mikalachki, Mr. Ko

The great tragedies—*Othello, King Lear, Macbeth, Coriolanus, Antony and Cleopatra*—and the redemptive romances from the end of Shakespeare's career—*The Winter's Tale* and *The Tempest.* Attention to tragic form and its transformation in romance; performance practices; and thematic concerns ranging from tragic heroism to gender relations.

Prerequisite: 120
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

ENG 225 Seventeenth Century Literature

Religious, erotic, idyllic, speculative and political poetry and prose from one of the most inventive periods of English literature. Poets include Mary Sidney Herbert, John Donne, Ben Jonson, Amelia Lanyer, George Herbert, Andrew Marvell and others; prose works range from John Bunyan's *Pilgrim's Progress* to Aphra Behn's *Oroonoko.* Consideration of these texts as manifestations of the age that historians call the early modern period (that is, the period that became our own), and of the questions raised by these texts that continue to haunt us today: what is our relation to the divine, to our bodies, to our past (personal and cultural), to the natural world, to the state, and to each other—parents and children, husbands and wives, lovers, enemies, friends, patrons, and those who have written before us?

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 227 Milton

Mr. Tyler

Paradise Lost is arguably the greatest poem in the English language, and Milton has dominated literatures written in that language since its publication in 1667. A sustained and concentrated study of this dazzling, poignant, ferocious epic, of the artistic, social and religious questions that inform it, and of the poems and prose that precede and follow it in Milton's astonishing career. Extended consideration of why Milton retains such a powerful hold on the literary imagination, and how his writing still informs western understandings of artistic inspiration, moral and social responsibility, and human relations.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 234 Eighteenth Century Literature

Mr. Noggle

A study of some great characteristic poetry and prose from the period between 1660 and 1789, with emphasis on the relation between creating social order and subverting it. Authors to be studied may include Locke, Congreve, Dryden, Pope, Swift, Johnson, Burney, and Blake.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 241 Romantic Poetry

Ms. Hickey

Poems, and some prose, by six fascinating and influential poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. Consideration of such "Romantic" ideas as imagination, feeling, originality, the ideal of poetry as personal expression, the relation of self and other, the natural and the supernatural, altered states of being, mortality and immortality, poetry and revolution, the meaning of art, the importance of history, and many other absorbing matters.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 245 Victorian Literature

Ms. Hickey

Study of a diverse group of poets whose work spans several decades of major social and aesthetic change: Tennyson, Robert Browning, Elizabeth Barrett Browning, D.G. Rossetti, Christina Rossetti, Swinburne, Arnold, Hopkins, and Hardy. Emphasis on close reading of the poetry, with attention to its place in literary history and to the ways in which it engages with many of the compelling questions of its age—and of ours.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 251 Modern Poetry

Ms. Brogan

A study of the modernist revolution and its aftermath, emphasizing its stunning achievements and deep divisions. Examination of the different versions of modernism that emerged in the beginning of the twentieth century, exploration of lines of influence that link poets, and consideration of the trajectories of individual careers. Close attention to how the work of the period's leading poets—William Butler Yeats, T.S. Eliot, Wallace Stevens, William Carlos Williams, Marianne Moore, Elizabeth Bishop, Robert Lowell, among others—reflects and responds to a period of extraordinary political and social turbulence.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 255 Modern British Literature

A survey of 20th-century British literature of all genres, focusing especially on later material. Writers to be studied may include Shaw, Orwell, Auden, Thomas, Beckett, Hughes, Spark, Amis, Stoppard, Larkin, Heaney, Carter, Winterson.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 261 The Beginnings of American Literature

A study of how American literature came into being, focusing on the period from the 1770s to the 1830s, and examining literary texts in their social, historical, and intellectual contexts. Authors likely to be included: Thomas Paine, Phillis Wheatley, Olaudah Equiano, Frederick Douglass, Susanna Rowson, James Fenimore Cooper, Ralph Waldo Emerson, Nathaniel Hawthorne, Edgar Allan Poe.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 262 The American Renaissance

Mr. Cain

A study of the first great flowering of American literature, paying close attention to the central texts in themselves and in their relations with one another. Major authors: Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Stowe, Jacobs.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 266 Early Modern American Literature

Ms. Meyer, Mr. Rosenwald

A selection of literature from the period between the Civil War and the Great Depression, tracing the trajectory of American fiction from Realism to High Modernism. Emphasis on the ways that these texts invite and respond to questions about economics, social justice, sexual politics, and the role of literature in society. Attending closely to nuances of authorial style, classroom discussion will also consider each work in light of the ongoing debate between realism and formalism in art. Authors read will be drawn from the following: Twain, James, Roth, Chesnutt, Chopin, Dreiser, Wharton, Gilman, Stein, Toomer, Yezierska, Fitzgerald, Hemingway, and Faulkner.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 267 Late Modern and Contemporary American Literature

Ms. Brogan, Mr. Shetley

American literature from World War II to the present. Consideration of fiction, poetry, memoirs, essays, and film that reflect and inspire the cultural upheavals of the period. The various sections will use different emphases and approaches; all are likely to include a selection of the following writers: Mailer, Morrison, Pynchon, Lowell, Bishop, Ginsberg, Burroughs, Nabokov, Ellison, Carver, Kingston, O'Connor, and Erdrich.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 271 The Rise of the Novel

Ms. Lee

A study of how this dynamic genre, from humble and disguised beginnings, comes to attain the status of high literature. Focus on the way the eighteenth-century novel begins in forgeries, poses as real documents and letters, and eventually comes out of the closet as a kind of fiction uniquely suited to modern society. Special emphasis on the genre's enduring fascination with women and criminals and its obsession with matters of virtue and money. Authors may include Daniel Defoe, Samuel Richardson, Henry or Sarah Fielding, Frances Burney, Walter Scott and Jane Austen.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 272 The Victorian Novel

Ms. Harman, Ms. Meyer

An exploration of the changing relationships of persons to social worlds in some of the great novels of the Victorian period. The impact on the novel of industrialization, the debate about women's roles, the enfranchisement of the middle and the working classes, the effect on ordinary persons of life in the great cities, the commodification of culture—these and other themes will be traced in the works of some of the following: Jane Austen, Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 273 The Modern British Novel

Ms. Cezair-Thompson, Ms. Harman

A consideration of the ways in which modernist writers reimagine the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers reconceive our notion of the writer, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, V.S. Naipaul.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 282 Introduction to Literary Theory

Mr. Noggle

This course will introduce students unfamiliar with literary theory to some basic concepts and applications of them to literary texts, mostly poems and stories. The course will be divided into four units: political thought, psychoanalysis, gender studies, and philosophy of language. In each unit we'll focus on two or three key terms, follow their development in different thinkers, and see how many ways we can use them to enhance our understanding of literary texts. For instance, in the section on political thought we'll examine the term ideology, uncover its roots in Marx, see how it is being used more recently, and develop various ways to discover the ideological content of a particular poem. Open-mindedness and an interest in lots of class discussion a must.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 284 New Literatures

Ms. Lee

An exploration of various English-language literatures that have not, as yet, become part of the English literary canon.

Topic for 1997–98: The Literature of Asian America. A survey of the literature produced in North America by writers of Asian origin or descent. Readings will range from early immigrant writers to young contemporary poets and novelists. Particular emphasis on how writers explore and construct family and cultural mysteries and how they invent new literary techniques to communicate the understanding that they achieve. Authors to include Maxine Hong Kingston, Frank Chin, Joy Kogawa, Chang-rae Lee, Cathy Song.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 301 Advanced Writing/Fiction

Ms. Sides

Techniques of fiction writing together with practice in critical evaluation of student work.

Prerequisite: Permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 302 Advanced Writing/Poetry

Mr. Bidart

Intensive practice in the writing of poetry.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 315 Advanced Studies in Medieval Literature

Ms. Lynch

Topic for 1997–98: Beyond Canterbury: Chaucer's Dream Visions and Romances. A study of Chaucer's four dream visions and his longer romance, Troilus and Criseyde, with special attention to the poet's treatment of women and his growing interest in psychological complexity and naturalistic detail. Other works to include Robert Henryson's 15th-century continuation of the Troilus, The Testament of Cresseid, in which Chaucer's romantic heroine ends up a leprous beggar.

Prerequisite: 213 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 320 Literary Cross Currents

Mr. Shetley

Topic for 1997–98: Hawks and Hitchcock. Intensive study of two directors who seem at first to define two poles of studio practice. Howard Hawks tried his hand at almost every major genre produced in Hollywood: musical, western, gangster picture, film noir, adventure story, screwball comedy, war film. Hitchcock, on the other hand, as Sidney Lumet remarks, "always essentially made the same picture," a romantic thriller, leavened with comedy, with glamorous stars. Yet, in the first issue of the British film journal Movie (May 1962), only Hawks and Hitchcock were honored with the designation of "Great" directors. This course will consider the questions raised by these two bodies of work by looking at their films, at theories of film authorship, and at the extensive literature on both filmmakers. We'll focus on understanding the unity within Hawks's wildly varied output, and the variety within Hitchcock's seemingly homogeneous oeuvre.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, or who have taken two film classes (in any department), and by permission of the instructor to other qualified students.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

ENG 324 Advanced Studies in Shakespeare

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

ENG 325 /ARTH 325 Seminar. Advanced Studies in Sixteenth and Seventeenth Century Literature

Ms. Mikalachki (English) and Ms. Carroll (Art History)

Topic for 1997–98: Fallen Bodies: Visions of Human Imperfection in Early Modern Europe. What happened to the body after the Fall? Artists and writers in Early Modern Europe took up the problem, on the one hand, of trying to imagine human perfection before the Fall, and on the other hand, of trying to account for bodily imperfection, difference, and suffering as consequences of the Fall. This course examines both aspects of this imaginative enterprise, with emphasis on questions of gender and sexuality, beauty and deformity, health and disease, and emerging concepts of race and ethnicity. Works of literature by Milton and Shakespeare, including Books 1, 2 and 4 of *Paradise Lost*, and

Hamlet, King Lear and *The Tempest*. Works of art by Dürer, Leonardo, Bosch, Rubens, and Rembrandt. *Students may register for either ENG 325 or ARTH 325. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructors is required. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

ENG 335 Advanced Studies in Restoration and Eighteenth Century Literature

Mr. Noggle

Topic for 1997–98: The Sublime. The course centers on 18th-century texts, but reaches forward and back to others to shed light on a central question: why and how does the idea of overwhelming power come to seem attractive? The question refers especially to literary power, and related notions of unbounded genius and irregular originality current in the period. But we will explore how conceptions of power in nature, politics, psychology, and religion (among other fields) reflect and affect the sublime in literature and rhetoric. We will examine a wide range of texts, from the treatise *On the Sublime* by the Greek critic Longinus to Rousseau's *Reveries of a Solitary Walker,* from *The Book of Job* to Brontë's *Wuthering Heights,* from Milton's *Paradise Lost* (selections) to Shelley's *Frankenstein,* with some 18th-century and some recent theory thrown in too—all to explain the pleasure, or the pleasing pain, or uplifting humiliation, or terrified glee, of being overwhelmed.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 345 Advanced Studies in Nineteenth Century Literature

Ms. Hickey

Topic for 1997–98: New Romantic Canons. Study of a wide array of newly rediscovered Romantic poets (mostly women) alongside their more familiar contemporaries, with the aim of negotiating some of the difficult issues attendant upon revising the canon: issues of literary value, gender, politics, and periodization. Students will write brief essays on individual poems by canonical and uncanonical poets in preparation for the final project: devising a course syllabus or mini-anthology of Romantic poetry. Poets likely to be emphasized: Anna Letitia Barbauld, Hannah More, Charlotte Smith, Ann Yearsley, Mary Robinson, Joanna Baillie, Helen Maria Williams, Jane Taylor, Dorothy Wordsworth, Felicia Hemans, John Clare, Letitia Elizabeth Landon.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and have some familiarity with Romantic poetry (ENG 241), or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 350 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and the chair of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite. Students of at least B+ standing in the work of the department shall have first consideration.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 355 Advanced Studies in Twentieth Century Literature

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 360 Senior Thesis Research

Prerequisite: By permission of the Chair. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 363 Advanced Studies in American Literature

Mr. Tyler

Topic for 1997–98: "Reconstructed but Unregenerate": Literature of the White South. An interpretation of the American South as a source of two different tempers, or positions, whose rivalry became national in the mid- to late-twentieth century. The master of the graver mood was Thomas Stearns Eliot of St. Louis, who along with his talented disciples, the New Critics, established literary studies as an objective discipline deserving a place in the academy. The other mood is flamboyant, often sentimental, sometimes "campy," but with peculiar gravities of its own; its great exemplar is another writer associated with St. Louis, Tennessee Williams, who has talented disciples of his own, Truman Capote and Carson McCullers. We will pay great attention to a writer claimed by both sides, William Faulkner. *Enrollment limited to 15.*

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 364 Race and Ethnicity in American Literature

Ms. Brogan

Topic for Fall: Defining Ethnicity in America. This course examines the different conceptions of ethnicity to emerge in writers such as Anzia Yezierska, Henry James, Henry Roth, Paule Marshall, Maxine Hong Kingston, Bharati Mukherjee, Richard Rodriguez, and Cristina Garcia. The attempt to define ethnicity moves us to the heart of the ongoing debate about what it means to be American, and about nationalism more generally. In our discussions, we will explore questions such as: Is ethnicity constituted by a particular cultural content (a shared history, customs, language, cuisine)? Or, as some have controversially argued, is ethnicity better described as a set of differentiating strategies, ways of distinguishing "us" from "them," that shift from generation to generation? What voices of difference and dissent can be heard within the group? What forms of cultural persistence tend to be emphasized? How is ethnicity reinterpreted or reinvented by post-immigrant generations? In addition to our literary readings, we will also look at how "ethnicity" has been defined by literary scholars, sociologists, and anthropologists.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Ms. Meyer

Topic for Spring: The Jew in Early Twentieth-Century American Literature. A study of a selection of novels from this period in which Jewish characters—often negatively or ambiguously represented—figure significantly. Writers likely to be considered include: Henry James, Edith Wharton, F. Scott Fitzgerald, Ernest Hemingway, Willa Cather, Abraham Cahan, Anzia Yezierska, Michael Gold, Ludwig Lewisohn.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 382 Criticism

Mr. Tyler

A survey of major developments in literary theory and criticism since the 1930s. Discussion will focus on important recent perspectives—including deconstruction, Marxism, and feminism—and crucial individual theorists—including Empson, Althusser, Derrida, Foucault, Cixous, and Zizek.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Epistemology and Cognition or Language and Literature
Semester: Fall Unit: 1.0

ENG 383 Women in Literature, Culture, and Society

Ms. Harman

Topic for 1997–98: The Feminine Political Novel. An examination of a group of novels in which women make dramatic public appearances—during Luddite riots, in industrial strikes, at the House of Commons, during National Celebrations, on the political platform. The impact of the British women's movement on this interesting "subgenre" of the Victorian novel, and an exploration of the meaning of female publicity in Victorian England. Novels by Brontë, Gaskell, Meredith, Gissing, Ward, Robins.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 384 Literature and Empire

Ms. Cezair-Thompson

Topic for 1997–98: Out of England: British Modernism, Empire, and the Emergence of New Literatures. A comparative study of modern British novelists, who wrote about the countries of the British Empire, and of the post-colonial writers of Africa, India, and the West Indies, who "wrote back." Possible writers: Conrad, E.M. Forster, Waugh, V. Woolf, Jean Rhys, Achebe, Naipaul, Salman Rushdie, Ben Okri.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 385 Advanced Studies in a Genre

Ms. Sabin

Topic for 1997–98: Henry James and the Art of the Novel. Selected fiction by James read in the context of his commentaries on the art of the novel. Some reading of fiction by the novelists who most interested and influenced James, such as George Eliot, Hawthorne, and Balzac.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 387 Authors

Mr. Bidart

Topic for 1997–98: Elizabeth Bishop and Robert Lowell: Developments in Postmodern Poetry. Robert Lowell once said, "I don't know the value of what I've done, but I know that I changed the game." How did the development of each poet, and the complex friendship between them, contribute to how both Bishop and Lowell "changed the game?" We will look, in other words, at the connection between genre, poetic development, and biography.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Cross-Listed Courses

For Credit

(The 300-level courses listed here count toward the major, but not toward the 300-level literature requirement.)

AFR 150

First and Second Year Student Colloquia. Topic for 1997–98: Afro-American Autobiography

AFR 201

The Afro-American Literary Tradition

AFR 211

Introduction to African Literature

AFR 212

Black Women Writers

AFR 234

Introduction to West Indian Literature

AFR 266

Black Drama

AFR 310

Seminar. Black Literature

AFR 335

Women Writers of the English-Speaking Caribbean

AMST 317

Seminar. Advanced Topics in American Studies. Topic for 1997–1998: Tales of the City

CLCV 104

Classical Mythology

CLCV 105

Greek and Latin Literature in Translation

CLCV 210/310

Greek Drama in Translation

EXTD 184/AMST 184

Native Americans, Europeans, European-Americans

EXTD 231

Interpretation and Judgment of Films

EXTD 232

New Literatures: Lesbian and Gay Writing in America

EXTD 330

Seminar. Comparative Literature. Topic for 1997–98: Decoding the World: Symbolism in Myths, Tales and Novels

ITAL 263

Dante (in English)

ME/R 246

Monsters, Villains, and Wives

ME/R 247

Arthurian Legends

RUSS 286

Vladimir Nabokov

WOST 248

Asian American Women Writers

WOST 305

Seminar. Representations of Women of Color in The U.S.

Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or their focus on the skills of critical reading. Critical Interpretation (English 120) is open to all students, but is primarily designed as a requirement for English majors. The course trains students in the skills of critical reading and writing. Grade II courses, for the most part also open to all students, presume some competence in these skills. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chair to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit toward the major for AP courses taken in high school. First-year students contemplating further study in English are encouraged to consult the Department Chair or the advisor for first-year students in relation to their course selection. Students majoring in English should discuss their programs with their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

The English major consists of a minimum of ten courses, eight of which must be in literature. At least seven courses must be above Grade I, and of these at least two must be Grade III literature courses. *At least six of the courses for the major must be taken in the Department, including the two required Grade III courses.*

Neither Writing 125 nor English 200 may be counted toward the major—except that courses designated 125/120 do satisfy the English 120 requirement as well as the Writing 125 requirement and will count as a unit toward the fulfillment of the major; 125/121, 125/127, and 125/150 do not satisfy the English 120 requirement, but will count toward the major. Independent work (350, 360 or 370) does not count toward the minimum requirement of two Grade III courses for the major.

All students majoring in English must take Critical Interpretation (English 120), at least one course in Shakespeare (Grade II), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800.

Cross-listed courses may not be used to satisfy any of the above distribution requirements, with the exception of Medieval/Renaissance 246, which satisfies the pre-1800 distribution requirement. English 112, English 223 and English 224 do not satisfy the pre-1800 distribution requirement. The two required Grade III courses must be in literature. Transfer students or Davis Scholars who have had work equivalent to 120 at another institution may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English consists of 5 units: (A) 120 and (B) at least 1 unit on literature written before 1900 and (C) at least one Grade III unit, excluding 350 and (D) at least 4 units, including the Grade III course, taken in the Department; a maximum of 2 creative writing units may be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research culminating in a thesis or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above Grade I) and must apply to the Chair for admission to the program. A detailed description of the department's application procedure is available from the department secretary.

Special attention is called to the range of courses in writing offered by the College. Writing 125 is open to all students who want to improve their skills in writing expository essays. Writing 125X is open, with the permission of the instructor, to students who would benefit from a continuation of Writing 125 or from an individual tutorial. English 200 is made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed for students who want training in expository writing on a level above that of Writing 125, and it satisfies the writing requirement for transfer students and Davis Scholars. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing, and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages. They should also consult with the department's Graduate School Advisor, and with their departmental advisor, about courses that are appropriate for those considering graduate work in English.

Teacher Certification: Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the Chair of the English Department and the Chair of the Department of Education.

Experimental

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. In 1997–98 the following experimental courses will be offered:

Courses in the Experimental Department fulfill either the Group A or Group B^2 distribution requirement as indicated.

ARTH 325/ENG 325 Seminar. Fallen Bodies: Visions of Human Imperfection in Early Modern Europe

Ms. Carroll and Ms. Mikalachki

What happened to the body after the Fall? Artists and writers in Early Modern Europe took up the problem, on the one hand, of trying to imagine human perfection before the Fall, and on the other hand, of trying to account for bodily imperfection, difference, and suffering, as a consequence of the Fall. This course examines both aspects of this imaginative enterprise, with emphasis on questions of gender and sexuality, beauty and deformity, health and disease, and emerging concepts of race and ethnicity. Works of art by Dürer, Leonardo, Bosch, Bruegel, Rubens, and Rembrandt. Works of literature by Milton and Shakespeare, including Books 1, 2 and 4 of *Paradise Lost,* and *Hamlet, King Lear* and *The Tempest. Students may register for either ARTH 325 or ENG 325. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructors is required. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature/A
Semester: Fall Unit: 1.0

EXP 224 Culture, Intoxication, Addiction

Mr. Viano

Intoxication and addiction are the focus of constant attention in the media, in the scholarly press inside and outside of academia, and in the arts. Several disciplines and perspectives compete to define what constitutes relevant information on the (ab)use of legal and illegal drugs. This course provides students with a unique opportunity to encounter texts representing intoxication and/or addiction from a variety of perspectives. More specifically we will explore the controversy over the definitions of addiction, religious intoxication, the history of prohibition, racial and post-colonial ramifications of the drug war, and the possibility of a "drug peace."

Prerequisite: Open to juniors and seniors.
Distribution: Social and Behavioral Analysis/A
Semester: Fall Unit: 1.0

PEAC 104 Introduction to the Study of Conflict, Justice and Peace

Mr. Kazanjian and Ms. Merry

An interdisciplinary introduction to the study of conflict, justice and peace. The course engages students in developing an analytical and theoretical framework for examining the dynamics of conflict, violence and injustice and the strategies that have been employed to attain peace and justice including: balance of power; cooperation, diplomacy and conflict resolution; law, human rights, social movements, social justice (economic, environmental and race/class/gender), interpersonal communication and spirituality. The program directors will serve as ongoing instructors for the course leading weekly discussion groups as faculty members from various departments provide lectures on the above topics.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B2
Semester: Fall Unit: 1.0

Extradepartmental

The following section includes several separate courses of interest to students in various disciplines.

Courses in the Extradepartmental Department fulfill either the Group A, Group B^1, Group B^2, or Group C distribution requirement as indicated.

Reproductive Issues

EXTD 103 Introduction to Reproductive Issues

This course explores reproduction in contemporary U.S. society, attending to psychological, social, ethical, and policy implications of pregnancy, childbirth, and parenthood. Reproductive health, technology, and practices are considered in light of the significance of children in different eras and cultures, and of national and international policies concerning children, families, and the status of women.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis/B^1 or B^2
Semester: N/O Unit: 1.0

EXTD 202 Multi Disciplinary Approaches to Abortion

Ms. Asch

Why is abortion an emotionally charged, intellectually troubling, and nationally divisive issue? There is more to the topic of abortion than the conflict between "pro-choice" and "pro-life" positions. We can achieve better understanding of the problem by examining the biological and medical aspects of abortion as well as its religious, social, psychological, and philosophical implications. The class will explore a range of views on such topics as prenatal screening, abortion as a method of sex selection, the moral and legal significance of fathers' claims, and the possible impact of medical and technological advances on the need for abortion. *Enrollment limited to 30 students.*

Prerequisite: Open to sophomores juniors, and seniors who have taken one introductory course in a social science, biology, philosophy, or women's studies.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis/B^1 or B^2
Semester: Fall Unit: 1.0

EXTD 203 Ethical and Social Issues in Genetics

New genetic technologies confront us with complex questions: Should we use prenatal tests to select children's characteristics? Should genetic information be private and confidential? How should knowledge of the genetic origins of certain conditions affect health policy? If some personality and behavioral characteristics have genetic components, should this change our views about personal responsibility?

Prerequisite: One course in any of the following: Biology, Philosophy, Psychology, Sociology, Women's Studies, or by permission of the instructor. Instructor's signature required for enrollment.
Distribution: Religion, Ethics, and Moral Philosophy/B[1] or B[2]
Semester: N/O Unit: 1.0

EXTD 204 Women and Motherhood

As poet and feminist Adrienne Rich points out, motherhood is both an "experience and institution." This course highlights how social institutions and cultural beliefs shape the experience and meaning of motherhood. We will contrast motherhood today with motherhood in other cultures and periods, and we will examine how contemporary medical practice and social policy have created new options and new problems for women. Topics will include experience of pregnancy and childbirth, contemporary family policy, reproductive technologies, child abuse, and what have become known as "maternal/fetal conflicts."

Prerequisite: Open to all students.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis/B[1] or B[2]
Semester: N/O Unit: 1.0

EXTD 300 Ethical and Policy Issues in Reproduction

Ms. Asch

This seminar will analyze divergent views on current ethical questions in reproduction, giving attention to the grounds for these views, and their ramifications for clinical practice and public policy. Feminist and mainstream approaches to bioethics will be contrasted; topics will include: creating families through assisted reproduction and adoption; selecting children's characteristics; the moral obligations of pregnant women; and the moral and legal status of unimplanted embryos and aborted fetuses. *Enrollment limited to 15 students.*

Prerequisite: One of the following: ECON 232; EXTD 103, 203, 204; PHIL 106, 206, 213, 227, 249; POLI 215; PSYC 210, 212, 222, 245, 302; SOC 111, 200, 201, 208, 209, 217, 224, 225, 314, 349; WOST 120, 222, 230, 235, 254; or permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy/B[1]
Semester: Fall Unit: 1.0

Other Extradepartmental Courses

EXTD 121 Into the Ocean World

This course explores how oceans influence the development of human society and how man's exploitation of marine resources can result in ecological and economic crises. Through current and historical examples principles of marine ecology, environmental policy and human economics are introduced. Lectures are combined with field trips to museums and Nantucket Island to illustrate the link between ecological and economic health. Offered by the Marine Studies Consortium.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.
Distribution: None
Semester: N/O Unit: 1.0

EXTD 123 Water: Planning for the Future

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater protection and wastewater treatment. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recovering theme. Offered by the Marine Studies Consortium.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.
Distribution: None
Semester: Fall Unit: 1.0

EXTD 124 Introduction to Marine Mammals

This course explores the biology, and natural history of marine mammals in the North Atlantic, including whales, dolphins and seals. Topics include evolution, anatomy, behavior, field identification, the history of whaling and contemporary whaling issues. Demonstration laboratory work. One Saturday field trip on Massachusetts Bay is required. Offered by the Marine Studies Consortium. College-level biology course.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.
Distribution: None
Semester: Spring Unit: 1.0

EXTD 126 The Maritime History of New England

This course surveys New England's maritime history from the earliest Native American fishery to the shipbuilding and commerce of today. Course themes will include historical, political and economic developments. Activities include field trips to museums and marine archeological sites. Offered by the Marine Studies Consortium.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.
Distribution: None
Semester: Spring Unit: 1.0

EXTD 128 Special Problems in Coastal Science and Policy

This course presents a survey of the coastal environment, its physical characteristics, natural systems, economic uses and development pressures. Lectures examine strategies formulated in the U.S. for land and water resource management in the coastal zone. The roles of federal, state and local government, environmental groups and resource users are also explored. Comparison with problems elsewhere in the world provides a global perspective. Offered by the Marine Studies Consortium.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.
Distribution: None
Semester: Spring Unit: 1.0

EXTD 140 Introduction to Quantitative Reasoning

Eric Connally

This course includes a review of algebra and geometry and explores mathematical modeling and the analysis and the interpretation of data. It emphasizes a conceptual understanding of quantitative data and the relevance of mathematics to everyday life. This course is open to students who do not pass the Quantitative Reasoning Assessment. For students entering in Fall 1997, this course is required for those not passing the Quantitative Reasoning Assessment; a student passing this course satisfies the basic skills component of the quantitative reasoning requirement.

Prerequisite: Permission of the instructor is required.
Distribution: None
Semester: Fall, Spring Unit: 0.5

EXTD 151 The Asian American Experience

Mr. Kodera

An interdisciplinary introduction to the study of Asian Americans, the fastest growing ethnic group in North America. Critical examination of different stages of their experience from the "coolie labor" and "yellow peril" to the "model minority" and struggles for identity; roots of Asian stereotypes; myth and reality of Asian women; prejudice against, among and by Asians; and Asian contribution to a more pluralistic, tolerant and just American society. Readings, films, lectures and discussions.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy/B[1]
Semester: Spring Unit: 1.0

EXTD 184/AMST 184 Native Americans, Europeans, European Americans

Mr. Rosenwald

An exploration of how American literature in the widest sense has represented encounters between Native Americans on the one hand, and Europeans and European-Americans on the other. Texts fall into four groups:

1) First encounters: Columbus' journal; *Broken Spears,* the Aztec account of the Spanish conquest; Peter Nabokov's *Native American Testimony,* a collection of Native American responses to European colonization; Mary Rowlandson's 17th-century captivity narrative; John Demos, *The Unredeemed Captive;* the discovery narratives of the New England colonists William Radford and Thomas Morton; Roger Williams' *A Key to the Language of America*

2) Novel and autobiography: James Fenimore Cooper, *The Last of the Mohicans;* Elizabeth Sedgwick, *Hope Leslie;* Herman Melville on the metaphysics of Indian-hating from *The Confidence Man;* William Apess' *Son of the Forest; Mountain Wolf Woman;* Louise Erdrich, *Tracks*

3) Anthropological texts by Franz Boas, Theodora Kroeber, Dell Hymes, Dennis Tedlock, and Benjamin Whorf

4) Encounters between original and translation, with texts drawn from Brian Swann ed., *On the Translation of Native American Literatures,* and Swann's *Coming to Light: Contemporary Translations of the Native Literatures of North America.*

Prerequisite: None
Distribution: Language and Literature/A
Semester: Fall Unit: 1.0

EXTD 216 Mathematics for the Physical Sciences

Mr. Stark

Mathematical preparation for advanced physical science courses. Topics include advanced integration techniques, complex numbers, vectors and tensors, vector calculus, ordinary differential equations, Fourier series and transforms, partial differential equations and special functions (Legendre, Laguerre, and Hermite polynomials, Bessel functions), matrices, operators, linear algebra, and approximation techniques.

Prerequisite: Mathematics 205 and Physics 104 or 107.
Distribution: Mathematical Modeling or Natural and Physical Science/C
Semester: Spring Unit: 1.0

EXTD 223 Gender in Science

An inquiry into the emergence of modern science, the role that women have played in its development, and the biographies of some prominent women scientists. Consideration will be given to literature on sex differences in scientific ability, the role of gender in science, and the feminist critique of science.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B
Semester: N/O Unit: 1.0

EXTD 231 Interpretation and Judgment of Films

Mr. Shetley

An introduction to viewing, interpreting, and writing about film. Masterworks of international cinema in the sound era will be screened, with films chosen both for artistic excellence and to illustrate the expressive possibilities of the medium. Directors studied include Welles, Hawks, Altman, Godard, Varda, Antonioni, Imamura and Ray.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video/A
Semester: Spring Unit: 1.0

EXTD 232 New Literatures: Lesbian and Gay Writing in America

Mr. Cooper

Fiction, autobiography, and poetry by lesbian and gay writers primarily from the post-Liberation period, including Dorothy Allison, Judy Grahn, Audre Lorde, Joan Nestle, Robert Ferro, Andrew Holleran, David Leavitt, and Edmund White. Special attention will be given to the aesthetic and political issues raised by redefinitions of sexual identity.

Prerequisite: None
Distribution: Language and Literature/A
Semester: Spring Unit: 1.0

EXTD 299 Propaganda and Persuasion in the Twentieth Century

A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national cultural institutions, and social movements. Cases to be examined include Nazi Germany, the Soviet Union, the former Yugoslavia, museums, the debate over "political correctness," contemporary expressions of anti-Semitism, the animal rights movement, the anti-gun-control lobby. Students will use computer technologies to analyze visual and textual media. *Enrollment limited to 40 students.*

Prerequisite: None. Preference given to juniors and seniors.
Distribution: Arts, Music, Theatre, Film, Video or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

EXTD 330 Seminar. Comparative Literature

Ms. Semeka-Pankratov

Topic for 1997–98: Decoding the World: Symbolism in Myths, Tales and Novels. Students will read myths, folktales, short stories and novels from a wide variety of cultures and analyze the symbols common to all forms of human communication. The formal study of sign systems (semiotics) will be introduced and employed as a tool for uncovering the deep commonalities shared by genres from the folktale to the detective story, from folk legend to the modern novel. We will discuss the cross-cultural and interdisciplinary utility of semiotic analysis. Specific topics will include etiquette and body symbolism, supernatural imagery, mystery-solving, color and numeric symbolism, and many others. We will read works by Poe ("The Murders in the Rue Morgue"), Washington Irving ("The Legend of Sleepy Hollow"), E. T. A. Hoffmann ("A New Years Eve Adventure"), Rabelais *(Gargantua and Pantagruel),* Sterne *(Tristram Shandy),* Austen *(Pride and Prejudice),* Mikhail Bulgakov *(The Master and Margarita),* and Umberto Eco *(The Name of the Rose).* Supplemental critical readings will be selected from the classics of formalism, structuralism and semiotics. We will also view and discuss the film versions of several works. Taught in English.

Prerequisite: None
Distribution: Language and Literature/A
Semester: Spring Unit: 1.0

EXTD 334 Seminar. Literature and Medicine

Ms. Respaut

Drawing on texts from different languages, this course will investigate literature's obsession with medicine. Literary representations of doctors and patients, illness, insanity, AIDS, death and grief and the redemptive power of art. Attention will be given to the links between medical diagnosis and literary interpretation. This course should be of interest to students in the humanities, but obviously as well to those interested in health related fields. Greek, French, German, Russian and American texts will be treated. Particularly in the third and fourth segments, visual representations will also be introduced.

Prerequisite: One Grade II level course in literature.
Distribution: Language and Literature/A
Semester: Spring Unit: 1.0

French

Professor: *Mistacco, Gillain*[A1], *Lydgate, Respaut, Levitt (Chair), Raffy*[A]

Visiting Professor: *Bonnet*

Associate Professor: *Masson, Datta*

Assistant Professor: *Elmarsafy*[A1], *Rogers*[A], *Petterson, Tranvouez*

Lecturer: *Egron-Sparrow*[A]

Instructor: *Aykanian*

All courses are conducted in French. Oral expression and composition are stressed.

The Wellesley College language requirement is normally met with the completion of either French 201–202 or French 203–204. Students who have studied French in high school but who do not present an SAT achievement or AP score in French at admission will be placed into the appropriate French class on the basis of their scores on the French Department's placement test. Please see Directions for Election at the end of this section for information about possibilities for acceleration and about the major.

The Department reserves the right to place new students in the courses for which they seem best prepared and to assign them to specific sections depending upon enrollments.

Qualified students are encouraged to live at the *Maison française* and to spend their junior year in France on the Wellesley-in-Aix program or another approved program. See p. 72.

All courses in the French Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

FREN 101–102 Beginning French

Mr. Lydgate, Staff

Intensive training in French, with special emphasis on culture, communication, and self-expression. A multi-media course, based on the video series French in Action. Weekly audiovisual presentations introduce new cultural and linguistic material. Regular video and audio assignments in the language laboratory. Three periods. *Each semester earns 1.0 unit of credit, however both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who do not present French for admission or by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 201 Intermediate French

Ms. Datta, Ms. Aykanian, Staff

Continued intensive training in communications skills, self-expression, and cultural insight, using the video series French in Action. Regular video and audio assignments in the language laboratory. Additional reading and writing assignments along with further development of conversational skills. Three periods. *No credit will be given for this course unless both semesters (201–202) are completed satisfactorily.*

Prerequisite: 102, CEEB score of 490 or an equivalent departmental placement score, or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 202 Intermediate French

Ms. Datta, Mr. Petterson, Ms. Tranvouez

Speaking, reading and writing skills developed through discussion of plays, short stories, poems, newspaper articles, movies and television programs.

Prerequisite: 201 or 102 by permission.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 203–204 The Language and Culture of Modern France

Ms. Mistacco, Ms. Aykanian

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods. *Each semester earns 1.0 unit of credit, however both semesters must be completed satisfactorily to receive credit for either course. Please see Directions for Election for possibilities for acceleration from 203.*

Prerequisite: For 203: CEEB score of 600, an equivalent departmental placement score, or an AP score of 1 or 2. For 204: 202(1) or 203.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

FREN 206 Intermediate Spoken French

Ms. Respaut, Ms. Gillain, Staff

Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

FREN 207 French Society Today

Ms. Datta

An introduction to contemporary French society and culture, this course examines social groups and institutions and analyzes the nature of social change and conflict in France. Topics covered include the economy, the educational and political systems, the family, France's role in the European Union, and immigration. Readings are drawn from historical sources as well as from the French press.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

FREN 208 Women and the Literary Tradition

Ms. Mistacco

An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 209 French Literature and Culture Through the Centuries I: From the Renaissance to the Seventeenth Century

A survey of the major trends in French literature and culture from the Renaissance to French Classicism. Readings from a representative cross-section of genres and writers, 1450–1700, with frequent reference to the surrounding cultural context.

Prerequisite: 202 by permission of the instructor or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.
Distribution: Language and Literature
Semester: N/O. Offered in 1998–99. Unit: 1.0

FREN 210 French Literature and Culture Through the Centuries II: From the Enlightenment to Existentialism

Mr. Petterson

A study of the major authors of the French canon from the eighteenth to the twentieth centuries. Reading from Voltaire, Montesquieu, Diderot, Balzac, Flaubert, Gide and Camus.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 211 Studies in Language I

Ms. Masson, Ms. Tranvouez

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5. Not open to students who have taken [222].
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

FREN 212 Studies in Language II

Ms. Bonnet

Skills in literary analysis and appreciation are developed through the close study of short stories, poems, and plays. Techniques of expression in French essay writing, including practice in composition and vocabulary consolidation, are emphasized.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5. Not open to students who have taken [223].
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Offered in 1998–99. Unit: 1.0

FREN 214 Masterpieces of the XIX Century Novel

Intensive study of narrative patterns, techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 215 Baudelaire, Verlaine, Rimbaud

Ms. Respaut

Close study of a body of poetry which ranks among the most influential in Western literature, and which initiates modern poetics. Baudelaire: romanticism and the modern; Verlaine: free verse and the liberation of poetic form; Rimbaud: the visionary and the surreal. Analysis of texts and their historical context, through a variety of theoretical approaches.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 216 French Short Stories

This course will study a wide range of short texts from the rough and comic Fabliaux of the Middle Ages to the most modern Michel Tournier and Pierrette Fleutiaux's deconstruction of fairy tales, through a literary and cultural perspective.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 217 Books of the Self

Mr. Lydgate

Texts from the Middle Ages to the present that seek to represent the reality of the self in the space of a book. Confessional and autobiographical works by Augustine, Abélard, Montaigne, Camus, Annie Ernaux, Roland Barthes, Maryse Condé. Problems of writing: credibility, perspective, the role of style. Dangers and illusions of the mirror-image. Dominant discourse and the marginalization of minority voices. The role of the reader as accomplice, witness, judge, confessor.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 218 Responses to Colonialism and Decolonization: France and the Francophone World

Staff

Using literary and theoretical texts as well as films, this interdisciplinary course focuses on Francophone cultures in the Antilles, Africa, Canada and Viet Nam. Discussions will center on post/colonialism and decolonization, social evolution, cultural adaptation, assimilation and the question of representation.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 219 Love/Death

This course investigates the connection between fiction and poetry and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the themes of love and death are related to story structure, narration, and the dynamics of reading.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5. Permission of the instructor is required.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 220 Myth and Memory in Modern France: From the French Revolution to May 1968

Ms. Datta

How do the French view their past and what myths have they created to inscribe that past into national memory? In this course, we will examine modern French history and culture from the perspective of "les lieux de mémoire," that is, symbolic events, institutions, people, and places that have shaped French national identity.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

FREN 226 Advanced Spoken French

Practice in oral expression to improve fluency and pronunciation with special attention to grammatical structures, idiomatic vocabulary and phonetics. Contemporary French culture will be analyzed through various media. In addition to periodicals, cartoons, songs, videotaped news broadcasts and advertisements, extensive use will be made of recent French films without subtitles. *Not recommended for students who have studied in France.*

Prerequisite: One Grade II unit except 206, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 230 Paris: City of Light

A study of Paris as the center of French intellectual, political, economic, and artistic life through an analysis of its changing image in literature from the Middle Ages to the present. Contemporary materials such as films, songs, and magazines are used to show how the myths and realities of the city's past influence Parisian life today.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 240 Images of Women in French Film

A survey of films by major French directors that focus on a central female character. The course will study psychological, sociological and stylistic aspects of the representation of women in cinema and their changing images from the Thirties to the present. Women's roles within the family and society will be analyzed, as will status of film stars as mythic creations of an idealized woman. The films chosen for study will illustrate the history of French cinema over sixty years.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O. Offered in 1998–99. Unit: 1.0

FREN 250 The French Press

Reading and study of current newspaper and magazine articles as well as video. Analysis of cartoons, comic strips and advertisements. Ideological, sociological and stylistic differences are stressed. Systematic comparison with the American Press. Intensive practice in conversation and composition. Oral and written reports.

Prerequisite: At least one unit of 204, 206, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: N/O. Offered in 1998–99. Unit: 1.0

FREN 259 Selected Topics

Ms. Masson

Topic a: Literature and the Supernatural. The goals of this course are to study the origins and popularity of French literature about the supernatural from the end of the thirteenth century to the twentieth century, to explore the specific narrative structure and themes of supernatural tales, and to understand what gives birth to images of the supernatural in figures such as the devil and the vampire.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

Mr. Petterson

Topic b: Voices of French Poetry from Marie de France to Surrealism. The voices, forms and innovations of the French poetic tradition. The goals of this course are to examine and appreciate the place of song, love, laughter, and madness in the best works of French poets, women and men, from the twelfth-century poems of Marie de France to Baudelaire's *poèmes en prose,* Rimbaud's *delivers,* and Surrealism's explosive *écriture.*

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

Mr. Elmarsafy

Topic c: Versailles and the Age of Louis XIV. Versailles will be used as a focal point for the study of the aesthetic and literary trends prevalent in seventeenth-century France, as well as the social and historical trends that accompanied them. Works from a wide range of genres (including films, plays and memoirs) will be chosen to examine the state of the arts in France under the Sun King.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 301 Forms, Reforms and Revolutions: The Middle Ages and Renaissance

Mr. Lydgate

Literary beginnings in the French Renaissance. The discovery and recovery of ancient culture and the waning of the Middle Ages: humanism, mysticism, the example of Italy, the advent of printed books, religious reform and counter-reform, individualism, skepticism. Effects of these forces on major Renaissance writers and on the new forms of expression their works reflect. Rabelais and the emergence of the novel. Montaigne and the origins of autobiography. Ronsard's reorientation of the love lyric. Louise Labé and Marguerite de Navarre: women in search of a language and a voice.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 303 Advanced Studies in the Seventeenth and Eighteenth Centuries: Corneille, Molière, Racine

Mr. Elmarsafy

This course will survey the development of classical theater in France as exemplified by the works of Corneille, Molière and Racine. Texts will be read in the context of the political, social and literary histories of the seventeenth century.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 304 Male and Female Perspectives in the Eighteenth Century Novel

Drawing from recent feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period, novels much admired in their time, subsequently erased from the pages of literary history, currently rediscovered. Works by Prévost, Claudine Alexandrine de Tencin, Françoise de Graffigny, Marie Jeanne Riccoboni, Rousseau, Diderot, Laclos, Isabelle de Charrière.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 305 Advanced Studies in the Nineteenth Century

Artistic and Political Revolutions from 1789 to 1851: The Rise and Fall of Romanticism. During the Romantic era, a series of political revolutions and coups paralleled equally tumultuous literary and artistic battles in a whirlwind of changes that forever altered the face of French society and culture. In this course, we will examine the source and nature of the Romantic spirit, its rebellion against Classicism, the conditions of its emergence and the causes of its decline.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: N/O. Offered in 1998–99. Unit: 1.0

FREN 308 Advanced Studies in Language I

Mr. Petterson, Ms. Bonnet

The techniques and art of translation are studied through an analysis of the major linguistic and cultural differences between French and English. Translations from both languages.

Prerequisite: Two Grade II units. Open to juniors and seniors only, or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

FREN 314 Cinema

Ms. Gillain

François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical.

Prerequisite: Two Grade II units.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

FREN 316 Duras

Duras: A study of Marguerite Duras's literary and film production centering on her poetics of the Other and her practice of *écriture féminine.* Figures of alterity ranging from social outcasts, madwomen, and criminals to that incarnation par excellence of otherness, woman, will be examined in connection with Duras' subversion of sexual, familial, social, literary and cinematic conventions. Analysis of representative novels, films, short stories and plays. Readings from interviews, autobiographical texts, and articles.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 318 Modern Fiction

Ms. Mistacco

The course examines various twentieth-century forms of fiction, including avant-garde and feminist works. Changes in the concept and practice of reading are related to intellectual currents and developments in the arts and film. Authors include André Gide, Samuel Beckett, Nathalie Sarraute, Alain Robbe-Grillet, Claude Simon, Marguerite Duras.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 319 Women, Language, and Literary Expression

Topic a: Difference: Fiction by 20th-Century Women Writers in France. Challenges to the institution of literature, to patriarchal thinking and male discourse in texts by Beauvoir, Colette, Cardinal, Chawaf, Duras, Wittig, and Djebar. The creative possibilities and risks involved in equating the feminine with difference. Perspectives on women, writing, and difference in colonial and post-colonial contexts. Readings from feminist theoreticians, including Cixous, Kristeva, and Irigaray.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: N/O Unit: 1.0

Ms. Respaut

Topic b: Subversion and Creativity: 20th-Century Women Writers in France. Selected texts by Bouraoui, Colette, Beauvoir, Duras, Leduc, Chawaf and Wittig, with emphasis on the transformations in thinking about women in recent decades and the correspondingly explosive forms of writing by women in their search for a new language.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 321 Seminar

Ms. Masson

Topic a: Women Playwrights at the Comédie-Française. Analysis of plays by women authors. Women's images of love, sexuality and motherhood. Their portrayal of men, particularly as lovers or parents, and their vision of society and the world.

Prerequisite: Two Grade II units, including one in literature (212 or above).
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

Topic b: Critical Art: The Artist as Critic. A study of the poet's emergence as an art critic between the eighteenth and twentieth centuries. Through the works of Balzac, Baudelaire, Mallarmé and Apollinaire, we will examine how writers and poets alike appropriate the discourse of visual artists and musical composers in an attempt to assert the hegemony of poetry and literature.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

Topic c: Proust: Metaphors of Artistic Creation. A close reading of representative section of Proust's *La Recherche du temps perdu.* Focusing on three central characters (a writer, a musician and a painter), we examine and question the way artistic media are confronted and fused thematically and aesthetically in *A La Recherche.* Other issues to be discussed include: the aesthetic experiences and quests of the hero and narrator, the initiation of the reader through reflexive reading, and narratology and reader-response applied to the Proustian text.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 327 The Feminine in Nineteenth Century Texts

A feminist perspective on women in fictional and non-fictional prose. Works by Balzac, Barbey d'Aurevilly, Maupassant, Michelet, and Sand.

Prerequisite: Two Grade II units, including one in literature (213 or above). Permission of the instructor is required.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 329 Colette/Duras: "A Pleasure Unto Death"

Two prolific authors whose works embrace the span of women's writing in the twentieth century, and who correspondingly illustrate the essential features of modern expression by women. Attention to the phases of a woman's life, sexuality, the figure of the mother, exoticism and race, and the relation between fiction and autobiography.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 330 French and Francophone Studies

Questions of Identity in Post-Colonial Writing. An introduction to some of the Third World literatures of French expression: West Africa, North Africa, and the Caribbean. A study of the attempt to define the essence of the Francophone experience and identity through literary discourse.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 349 Studies in Culture and Criticism

Topic a: La Belle Epoque: Politics, Society and Culture in France: 1880–1914. In the aftermath of World War I, French men and women looking back on the years immediately preceding, viewed them as a tranquil and stable period in French history. Yet during the era which subsequently became known as "la Belle Epoque," the French experienced changes of enormous magnitude: the invention of the automobile and the airplane, the emergence of both consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the flowering of the arts—witness the emergence of Paris as the capital of the European avant-garde. In this interdisciplinary course, which draws on literary texts and historical documents, as well as on films, posters, and songs, we will examine French society, politics, and culture during the era which ushered France into the modern age.

Prerequisite: Two Grade II units, including one in literature 213 or above).
Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

Topic b: French Cultural Identities. An exploration of French cultural identity in the context of European unification and the multimedia revolution. Study of social change and the transmission of culture through education materials, family life, popular myths and culture. Comparative approach using novels, films, newspapers, and television.

Prerequisite: Two Grade II units above 206.
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

FREN 350 Research or Individual Study

Prerequisite: Two Grade II units above 206.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 360 Senior Thesis Research

Prerequisite: By permission of Department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

Grade I: Course 101–102 is counted toward the degree but not toward the major. Students who begin with 101–102 in college and who plan to major in French should consult the chair of the Department during the second semester of their first year.

Grade II: Course 203–204 may not be taken by students who have taken both 101–102 and 201–202. A student may not count toward the major both 201–202 and 203–204; or both 206 and 226.

Acceleration: Students who achieve a final grade of A or A- in 102 may, upon the recommendation of their instructor, accelerate to 202 or 203. Students who receive a grade of A or A- in 201 may, on the recommendation of their instructor, accelerate to 204. Students who receive a grade of A or A- in 203 may, on the recommendation of their instructor, accelerate to courses 206 through 210. Students who accelerate from 201 or 203 receive one unit of credit for 201 or 203 and satisfy Wellesley's language requirement upon successful completion of their second semester's work at Grade II.

Students who complete 203 during the first semester of their sophomore year and who wish to prepare for study abroad in France their junior year may take French 211 or 212 along with another 200-level course (204–210) as a corequisite during the second semester.

Majors: Majors are required to complete a minimum of eight courses, including the following courses or their equivalents: either 211 [222] or 212 [223] and 308. The goals of a coherent program are: (a) Oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture). Students planning to major in French should consult with the Chair or Michèle Respaut.

Graduate Studies: Students planning graduate work in French or comparative literature should write an honors thesis and study a second modern language and Latin.

Teacher Certification: Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult Michèle Respaut and the Chair of the Department of Education.

Teaching Assistant Program in a French "Lycée": Each year the Department selects at least two French majors interested in the teaching profession to teach in a French high school.

French Cultural Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Datta*

Wellesley also offers an interdepartmental major in French Cultural Studies which combines courses from the Department of French with those in Art, Political Science, History, Music, or any other department offering courses on France or francophone countries. French Cultural Studies majors ordinarily work closely with two advisors, one from the French Department and one from the other area of concentration.

For the major in French Cultural Studies, at least four units in French above the Grade I level are required. One of those units must be French 207; at least one unit at the Grade III (advanced) level is required, and at least one of the following courses must be elected: 211 [222], 212 [223], or 308. As for all majors at Wellesley, two courses are required at the Grade III level.

FRST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FRST 360 Senior Thesis Research

Prerequisite: By permission of director. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FRST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Students will also take a minimum of two units in related departments from among the following:

ARTH 202
Medieval Representational Arts

ARTH 203
Cathedrals and Castles of the High Middle Ages

ARTH 219
Nineteenth-Century Art from the French Revolution to Impressionism

ARTH 223
The Decorative Arts

ARTH 226
History of Photography: From Invention to Advertising Age

ARTH 234
Topics in Nineteenth-Century Art

ARTH 312
Seminar. Topics in Nineteenth-Century Art. Topic for 1997–98: Impressionism

ARTH 323
Studies in Decorative Arts: Josephine and the Arts of the Empire

EXTD 330
Seminar. Comparative Literature Topic for 1997–98: Decoding the World: Symbolism in Myths, Tales and Novels

EXTD 334
Seminar. Literature and Medicine

HIST 218
Jews in the Modern World, 1815–Present

HIST 236
The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

HIST 237
Modern European Culture: The Nineteenth and Twentieth Centuries

HIST 244
History of Modern France, 1789–1981

HIST 328
Anti-Semitism in Historical Perspective

HIST 338
Seminar. European Resistance Movements in World War II

HIST 361
Seminar. Contemporary European History. Topic for 1997–98: Comparative History of France and Britain Since 1939

For these courses, students are expected to write their main paper(s) on a French topic. In addition, and in consultation with the director, research and individual study (350) may be approved, as may such courses as: Art History 224 (Modern Art); Art History 228 (19th and 20th-Century Architecture); Art History 250 (The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy Art History 332 (Seminar. Medieval Art: Sacred Sites in Medieval Europe); History 237 (Modern European Culture: the 19th and 20th Centuries); Philosophy 223 (Phenomenology and Existentialism); Political Science 205 (Politics of Western Europe).

Teacher Certification: Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult Michèle Respaut and the Chair of the Department of Education.

Geology

Professor: *Andrews, Thompson*

Associate Professor: *Besancon (Chair)*

Laboratory Instructor: *Waller*

All courses with laboratory meet for two periods of lecture, and one three-hour laboratory session weekly.

All courses in the Geology Department (with the exception of 350, 360 and 370) fulfill the Group C distribution requirement.

GEOL 100 Oceanography

Mr. Andrews

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory.

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

GEOL 102 The Dynamic Earth with Laboratory

The Staff

Introduction to geologic processes ranging from microscopic growth of mineral crystals to regional erosion and deposition by water, wind and ice to volcanism and earthquakes associated with global plate motions. Interactions between these dynamic systems and such human activities as mining, farming and development. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps.

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.0

GEOL 200 The Earth and Life through Time with Laboratory

Mr. Andrews

The geologic history of North America and the evolution of life as revealed in the fossil record. Includes discussion of ancient environments, tectonic evolution of mountain ranges, origin and extinction of life forms. Laboratory and field trip.

Prerequisite: 102 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

GEOL 202 Mineralogy with Laboratory

Mr. Besancon

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory.

Prerequisite: 102 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

GEOL 204 Catastrophes and Extinctions

An examination of mass extinctions in the history of life. Topics covered will include: evolution and the fossil record, gradual change and catastrophic events, dinosaurs and their extinction, periodicity of mass extinctions, the prospect of future extinctions and an evaluation of the possible causes of extinctions, including sea-level changes, climate changes, volcanism and meteorite impacts. *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.0

GEOL 206 Structural Geology with Laboratory

Ms. Thompson

Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trip. *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall. N/O in 1998–99. Unit: 1.0

GEOL 211 Geology and Human Affairs

This course will focus on interactions between people and their physical environment. Geological component to emphasize soils, coastal and glacial processes and deposits, surface and groundwater flows, fractures and faults in bedrock as fluid conduits. Human impacts will be examined in terms of adverse effects on geological systems and in terms of protective environmental regulation and remediation. Case studies will highlight recent and ongoing projects in New England relating to hazardous waste management, water supply protection, wastewater disposal and the Boston Harbor Cleanup. No laboratory. *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.0

GEOL 304 Stratigraphy and Sedimentation with Laboratory

Ms. Thompson

Formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. *Normally offered in alternate years.*

Prerequisite: 202
Distribution: Natural and Physical Science
Semester: Spring. N/O in 1998–99. Unit: 1.25

GEOL 305 Paleontology with Laboratory

Mr. Andrews

The morphology and evolution of the major invertebrate fossil groups. Discussion of functional morphology, origin of species and higher taxa, extinctions, ontogeny and phylogeny, and vertebrate evolution. Laboratory. *Normally offered in alternate years.*

Prerequisite: 200 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall. N/O in 1998–99. Unit: 1.0

GEOL 309 Petrology with Laboratory

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. *Normally offered in alternate years.*

Prerequisite: 202
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: N/O. Offered in 1998–99. Unit: 1.25

GEOL 311 Hydrogeology with Laboratory

Mr. Besancon

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle in order to understand sources of water for human use. Quantity and quality of water and the limitations they impose are considered. Laboratory. *Normally offered in alternate years.*

Prerequisite: 102 and permission of the instructor.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Spring. N/O in 1998–99. Unit: 1.0

GEOL 314 North America: A Tale of Two Seacoasts

The evolution of North America in terms of plate tectonic processes presently operating on the "passive" Atlantic seaboard and the tectonically active Pacific coast. Similar vertical movements, faulting and volcanism will be traced backward as formative processes in the Cenozoic and Mesozoic mountains of the Cordillera, the Paleozoic Appalachian chain and deeply eroded Precambrian belts of the continental core. We will also touch on glaciation and other landscape-forming processes. This course is writing intensive. *Normally offered in alternate years.*

Prerequisite: 200 or by permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.0

GEOL 349 Seminar.

Topic for Seminar in 1997–98 to be determined.

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

GEOL 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GEOL 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GEOL 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

In addition to eight units in geology, normally to include 200, 202, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either 12.114 and 12.115 offered in alternate years by MIT or a summer geology field course offered by another college.

A minor in geology (5 units) consists of: (A) 102 and (B) 2 units in one of the four following areas of concentration: I. (Paleobiology) 200, 204, 305 or II. (Structural Geology) 206, 314 or III. (Petrology) 202, 304, and 309 or IV. (Environmental Geology) 211, 311 and (C) 2 additional 200 or 300 level units.

German

Professor: *Ward*[A1], *Hansen (Chair), Kruse*[A]

Assistant Professor: *Leventhal, Nolden*

Instructor: *Reidy*

Director of Wellesley-in-Konstanz Program: *Ursula Dreher*

Because the language of instruction above the 100 level is almost exclusively German, students have constant practice in hearing, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Students who wish to accelerate at the intermediate level can do so via the Wintersession-in-Vienna program. Participants travel to Vienna for three weeks in January where they study with a professor from the German Department. During their stay they complete German 202 and receive credit as they would for a course taken on campus. In addition, students will complete a 0.5 credit course taught by a faculty member from Wellesley's Art Department on the art and architecture of the city. Upon returning for the second semester at Wellesley, students are encouraged to continue in 231 or 220.

Qualified students are encouraged to spend the junior year in Germany on the Wellesley-in-Konstanz program or a different program approved by the College.

All courses in the German Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

GER 101–102 Beginning German

Ms. Leventhal, Ms. Reidy

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading and writing. Regular use of language lab required. Occasional video and computer assignments. Topics from contemporary culture in German-speaking countries. Four periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 120/WRIT 125 Views of Berlin

From the brilliant cultural metropolis of the 1920s to the current "post-wall" period, the city of Berlin will provide the vantage point for a survey of seven decades of German history and culture. We will study films, literary texts, political language and art in order to gain a better understanding of the "German Question" and the special status of Berlin within it. Written work will include a research assignment tailored to individual interests. *Includes a third session each week.*

Prerequisite: Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major.
Distribution: Language and Literature
Semester: N/O. Offered in 1998–99. Unit: 1.0

GER 121/WRIT 125 07 Turn of the Century Vienna: The Birth of Modernism.

Mr. Hansen

The resplendent culture of fin-de-siècle Vienna reveals the early concerns of the 20th century. While the 600-year old Hapsburg monarchy preserved continuity in Austria, a nervous sense of finality pervades the period. Nostalgia clashes with social change to produce a remarkable tension in the music, art, literature, and science of the period. These disciplines reach breakthroughs that are the roots of the modern temperament: Sigmund Freud in psychology; Oskar Kokoschka and Gustav Klimt in art; Hugo von Hofmannsthal and Arthur Schnitzler in literature; Mahler, Schoenberg, and Webern in music; Theodor Herzl, founder of Zionism, in social thought. The course will study representative works to explore this phenomenon. *Includes a third session each week. Students enrolled in German courses, particularly 201, are encouraged to fulfill the Writing 125 requirement with this class.*

Prerequisite: Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

GER 201–202 Intermediate German

Ms. Reidy

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, oral and aural practice in classroom and language laboratory, readings on contemporary cultural topics, extensive practice in composition. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: One to two admission units and placement exam, or German 101–102.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

GER 220 Advanced Conversation

Designed for students who wish to refine their oral proficiency. Systematic introduction to various types of spoken discourse using materials from broadcast and print media (television, radio plays, newspapers and magazines). Contemporary issues in German-speaking countries will be the focus of class discussions.

Prerequisite: 201–202 or placement exam or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 222 Language in Performance

Ms. Ward

Intensive practice in oral communication and presentation. The course will culminate in the production of a stage or radio play. *The course meets during the first half of the semester; two periods with additional rehearsal time.*

Prerequisite: German 201–202 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 0.5

GER 231 Advanced Studies in Language and Culture

Mr. Nolden (Fall), Mr. Hansen (Spring)

Development of communicative skills necessary to negotiate complex meaning in reading, speaking and writing. We will study facets of contemporary culture in Germany, Austria and Switzerland. Review of selected grammar topics. Texts will include some poetry and a novel. Offered in both semesters. *Designed for students with four semesters of language training or equivalent. Required for the majors in German Language and Literature and in German Studies unless exempted by the department by virtue of linguistic proficiency.*

Prerequisite: 201–202 or placement examination.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

GER 240 German Studies: Methods, Texts, and Contexts

Mr. Nolden, Ms. Ward

This course is designed to familiarize students with a wide variety of approaches to literary and non-literary texts. Students will develop skills in critical interpretation through close readings of texts from the main literary genres: epic, dramatic and lyric. The survey of lyric poetry will provide a chronological overview of the most important periods of German literature. The course explores a variety of critical methods and stresses historical and social forces that shape culture. Because of the skills and texts covered, German 240 is considered a foundation course that prepares majors and non-majors alike for more advanced study. Three periods.

Prerequisite: 231 or by permission of the department. Not open to students who have taken 260.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

GER 244 German Cinema 1919 to 1945 (in English)

Ms. Ward

Survey of German cinema from the silent era through the golden age of the late 1920's to the end of World War II. Films by F.W. Murnau, Fritz Lang and Leni Riefenstahl among others. We will consider new readings of classic films like The Cabinet of Dr. Caligari, Metropolis, and The Blue Angel. Special emphasis on the portrayal of women and theories of the female spectator.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

GER 246 History and Memory in New German Cinema (in English)

This course will analyze the representation of history and memory in the New German Cinema through ten representative films. Excerpts from other related films of New German Cinema, cinema in the German Democratic Republic, and other cinematic traditions (French New Wave, German Expressionism, Hollywood) will be compared and contrasted. Issues to be discussed include: narrative strategies and the representation of the recent German past; different forms of history; the role of the media for national identity; gender and the burden of memory; questions of spectatorship; cinema and post-modern aesthetics. Lectures, readings and discussions in English; all films subtitled. Film screenings will be in addition to the lectures and discussions.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: N/O Unit: 1.0

GER 249 Heroic Legends, Courtly Love, and Reformation Satire

Mr. Hansen

A history of German-speaking culture and its literary texts from the eighth to the sixteenth century. Our study begins with the emergence of the Germanic tribes and the German language. Readings from pre-Christian heroic poetry and the Nibelungenlied will be followed by special emphasis on the courtly love poetry of the high middle ages and the Arthurian epic *Parzifal.* We shall also touch upon the music and architecture of the period as well as the achievements of Hildegard von Bingen. The historical and intellectual causes of the reformation will be explored in the case of Martin Luther, whom we shall read as hymn writer, bible translator, and polemicist. The culture of humanism culminates with the first book written for the new technology of the printing press, the satirical *Narrenschiff* (Ship of Fools). Taught in German. All texts read in modern German translation.

Prerequisite: Advanced reading knowledge of German advisable.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

GER 253 Music and Literature: the German Tradition (in English)

Ms. Leventhal

This course will examine important examples of the interplay of text and music from J. S. Bach to the present, including examples of various genres—cantatas, operas, art songs, symphonies. Topics include: cantatas by Bach, *Lieder* by Schubert and Schumann, symphonies by Beethoven and Mahler, and *Der fliegende Holländer* by Wagner, as well as works by 20th century composers such as Schoenberg and Berg. The course will be taught in English, but reading knowledge of German is required. Two periods.

Prerequisite: German 201–202 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

GER 255 The Woman Question 1750 to 1900

From Theodor Gottlieb von Hippel's essay "On Improving the Status of Women" to "Volkish" theories about woman's societal role near the turn of the century, we will trace the way the "Frauenfrage" was posed and answered in German-speaking countries. The role of women in Romantic thought and their activity in Romantic circles and salons; the way in which the debate was changed by the revolutionary convulsions of 1848. The development of an organized women's movement in the 1870s and 1880s. We will read essays on women's education and marriage: poetry and short stories, letters, diaries and travel literature by women which reflect a range of attitudes toward the "Frauenfrage"; as well as men's contributions to the debate from Hippel to August Bebel's *Women under Socialism.*

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

GER 273 Berlin in the Twenties

Berlin, the capital of German, during the Weimar Republic was the center of German cultural activity in the 1920s. Topics include: political and social change within the economic dislocation caused by World War I; Berlin's urban milieu as the backdrop for avant-garde culture; the rise of National Socialism. Texts and issues from various media: autobiography, fiction, theater, cabaret, film, art and architecture.

Prerequisite: 231 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

GER 274 Postwar German Culture

A survey of cultural, social, and political developments in Germany since 1945. Texts will be drawn from literature, history, and autobiography. Special emphasis on advanced skills of reading and writing German.

Prerequisite: 231 or by permission of the instructor.
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

GER 275 Kafka and Mann (in English)

The course will explore a selection of major works by two literary giants of the twentieth century, Franz Kafka (1883–1924) and Thomas Mann (1875–1955). Texts will include one novel and several short works by each. Lectures, discussions in English. Reading and writing in English or German. Students who wish to receive credit toward the major in German Language and Literature or German Studies should inform the instructors.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 277 Romanticism

The impact of Romantic thought on literature and society from the late eighteenth through the mid-nineteenth century. Emphasis on lyric poetry and short prose forms including fairy tales, novellas, fragments, letters. Attention to the special role of women in the German Romantic movement and their impact on both literary and social forms. Themes to be considered: discovery of the unconscious, fantasy, androgyny, "Geselligkeit".

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 280 German Cult Texts

Critical analysis of works that were read with fascination and obsession by major audiences will help us understand important trends and movements in social and cultural history. Our study of the mass appeal of *Kultbücher* will begin with Goethe's *Werther* (1774) and end with Christa Wolf's *Kassandra* (1983). Works by Nietzsche, Rilke, Hesse, Ende, among others. Primary focus on the 20th century.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 282 Shaping of a Nation

The historical construction of German national identity from the eighteenth century to the present. Objects of inquiry: the competing notions of *Kulturnation* and *Staatsnation*; structure and role of national myths; the 'German question'; the 'other' Germany; processes of unification. Literary texts, political essays and documents, architecture, film.

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

GER 287 German Short Prose (*Märchen* and *Novelle*)

A survey of short prose masterpieces from the 19th through the 20th centuries. Texts chosen demonstrate the aesthetic and social concerns of representative writers from major literary-historical periods (Romanticism, Realism, Naturalism, Turn-of-the-Century, Expressionism, post-War). Emphasis on the development of the *Novelle* genre and techniques of literary interpretation.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 325 Goethe

Mr. Nolden

Texts from all phases of Goethe's literary career will be studied in their socio-historical context. Readings will include: poetry, dramatic works including *Faust,* and narrative works.

Prerequisite: One Grade II unit above 240 [260] in German or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

GER 329 Readings in Eighteenth Century Literature

The problems and issues of the Enlightenment, Storm and Stress, and Early Romanticism will be studied in their historical context. Special focus on literary images of women in the 18th century. Texts by Gellert, Lessing, Wagner, Goethe, F. Schlegel, Schiller, Kleist.

Prerequisite: One Grade II unit above 240 [260] or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 344 German Cinema 1919 to 1945

Ms. Ward

Same course as 244 above, with additional readings in German, and additional weekly class meeting with discussions and oral reports in German. Three periods.

Prerequisite: One Grade II unit above 240 [260] or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

GER 346 Postwar German Film

Same course as 246 above, with additional readings in German, and additional weekly class meeting with discussions and oral reports in German. Three periods.

Prerequisite: One Grade II unit above 240 [260] or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: N/O Unit: 1.0

GER 353 Music and Literature: the German Tradition

Ms. Leventhal

Same course as German 253 above, with additional readings in German, and an additional weekly class meeting with discussions and oral reports in German. Three periods.

Prerequisite: One Grade II unit above 240 [260] or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

GER 389 German Jewish Dialogues

Mr. Nolden

We shall discuss the experience of Jews in Germany and Austria, beginning with the period of the Enlightenment through contemporary times. By reading literary, historical, and autobiographical texts, we shall examine the validity of concepts, such as "German-Jewish symbiosis" and "negative symbiosis" which are recurring in the discussion of the Jewish condition in these countries before and after the Shoah. Among the historical issues covered will be emancipation, acculturation, anti-Semitism, and the reemergence of Jewish culture in the 1980s and 1990s. Readings by Mendelssohn, Lessing, Heine, Marx, Wasserman, Herzl, Schnitzler, Kraus, Sachs, Scholem, Celan, Weiss, Diner, and others.

Prerequisite: One Grade III unit or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

GER 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Please see the list of courses under courses on literature in translation, on p. 318.

Directions for Election

The department offers majors in Language and Literature, in German Studies, as well as a minor in German. 101–102 is counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Vienna 202 program during Wintersession.

The Major in Language and Literature

The major in Language and Literature develops advanced language skills with emphasis on reading texts critically, and a deeper and broader acquaintance with the literary and cultural traditions of German-speaking countries. 202 may count to the 8-unit minimum major. 231 and two 300 level units are required, either 325 or 329 (offered in alternate years) and one seminar (389 [349]). Of the remaining minimum four elective units, 240 [260] is highly recommended. One unit can be a 200-level course offered by the department in English and if a 300-level course is offered with a section taught in German, this option is highly recommended. German 240, which is considered a foundation course, is also highly recommended. With approval of the department, courses taken abroad may count toward the major at the 200-level. A course selected from the German Studies cross-listed courses is also recommended as a complement to the language and literature major. Each student should consult her departmental advisor about the best sequence of courses for her major program.

The Minor in German

The minor offers an opportunity to acquire advanced skills in the language with emphasis on communicative strategies and cross-cultural understanding. 202 may count to the 5-unit minimum minor. 231 is required. 220, 240 [260] and one 300-level unit are highly recommended. One unit can be a 200-level course offered by the department in English. If a 300-level of the same course is offered with an extra section taught in German, this option is highly recommended. With the approval of the department, courses taken abroad may count to the minor. Students are encouraged to supplement the minor with a cross-listed course in German Studies. Each student should consult with her departmental advisor about the best sequence of courses in her case.

Honors Program

The department offers two plans for the Honors Program. Plan A (See Senior Thesis Research, 360 and 370) provides the opportunity for original work in Language and Literature or German Studies, culminating in the writing of a longer paper or papers with an oral defense. Plan B, honors by examination, is open to candidates in Language and Literature only. Written and oral examinations are based on a reading list devised by the student under the guidance of an advisor. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examination.

German Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Hansen*

This interdisciplinary and interdepartmental major is designed to provide the student with a broader understanding of the cultures of Germany, Austria and Switzerland by achieving an advanced level of language proficiency and by studying the art, history, literature, philosophy, and politics of these countries in depth. 202 may count to the 8-unit minimum major. 231 and two 300-level units are required. A minimum of 5 units should be completed in the German Department, one of them at the 300-level. The elective units taken in the German department may be drawn from courses taught in German or English, including either Writing 125/ German 120 or 121.

The remaining minimum of three elective units may be drawn from any of the other cross-listed courses. A student who enrolls in these courses is expected to do a project or paper on a German, Austrian, or Swiss topic in order to count the course toward her German Studies major. Or, she may also do an interdisciplinary 360–370 project that is supervised by an interdepartmental committee. With approval of the relevant department, courses taken abroad may count at the 200-level toward the major. A course in German history is highly recommended, as are two units from a single allied field. While it is helpful to have an advisor in the allied field, a student's major advisor is in the German Department and must approve all individually constructed German Studies programs.

GERS 298/ARTH 298 (Wintersession in Vienna) Turn of the Century Vienna: Encountering the Arts

Mr. Rhodes (Art Department)

In the last decade of the 19th, and the first two decades of the 20th century, the capital of the Austro-Hungarian Empire witnessed a remarkable florescence of the arts. This creative renaissance undertook both a subversive critique of establishment culture and a radical project to redesign life for the modern age. The innovative aesthetic strategies include: rejecting decoration and decorum to expose the fundamental and the repressed; exploring the sordid and the extreme; generating provocative new artistic vocabularies and compositional systems. We will survey the fruits of this modernist breakthrough in the paintings of Klimt, Schiele, and Kokoschka; and in the architecture and design of Loos, Wagner, and Hoffmann. The works of these artists, and their contemporaries, will be the focus of our studies in Vienna. By studying the works in their context, we will take advantage of the most important art and monuments of earlier periods as well. Taught in English. *Students may register for either GERS 298 or ARTH 298. Credit will be given in the department in which the student is registered.*

Prerequisite: This course is open to students enrolled in the German 202 section that will be taught in Wintersession-in-Vienna (January 1998). The course is designed to augment the language study of the GER 202 class.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Wintersession Unit: 0.5

GERS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GERS 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GERS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTH 224
Modern Art to 1945

ARTH 225
Modern Art since 1945

ARTH 298/GERS 298
Turn of the Century Vienna: Encountering the Arts

ARTH 311
Northern European Painting and Printmaking

ARTH 335
Seminar. Problems in Modern Art

EXTD 299
Propaganda and Persuasion in the Twentieth Century

HIST 201
Modern European History

HIST 217
The Making of European Jewry 1085–1815

HIST 218
Jews in the Modern World, 1815–Present

HIST 236
The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

HIST 237
Modern European Culture: The Nineteenth and Twentieth Centuries

HIST 240
The World at War: 1937–1945

HIST 241
Europe 1914-1989

HIST 245
Germany in the Twentieth Century

HIST 334
Seminar. European Cultural History

HIST 338
Seminar. European Resistance Movements in World War II

HIST 341
Seminar. The Nature and Meanings of History

HIST 367
Seminar. Jewish Ethnicity and Citizenship

PHIL 223
Phenomenology and Existentialism

PHIL 302
Kant's Solution to Skepticism and Solipsism

PHIL 303
Kant's Metaethics

POL2 205
Politics of Western Europe

POL4 242
Contemporary Political Theory

POL2 301
Seminar. Transitions to Democracy

POL2 303
Political Economy of the Welfare State in Europe and America

POL4 342
Marxist Political Theory

REL 245
The Holocaust and the Nazi State

WRIT 125/GER 120
Views of Berlin

WRIT 125/GER 121
Turn-of-the-Century Vienna: The Birth of Modernism

Greek and Latin

Professor: *Lefkowitz (Chair), Geffcken*[A], *Marvin, Starr*

Associate Professor: *Rogers, Dougherty*

Assistant Professor: *Colaizzi, Erasmo*

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See p. 190, Directions for Election.

All courses in the Greek and Latin Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

Greek

GRK 101 Beginning Greek I

Ms. Dougherty

An introduction to Ancient Greek language. Four periods.

Prerequisite: Open to students who do not present Greek for admission.
Distribution: None
Semester: Fall Unit: 1.0

GRK 102 Beginning Greek II

Mrs. Lefkowitz

Further development of language skills and reading from Greek authors. Four periods.

Prerequisite: 101 or equivalent.
Distribution: None
Semester: Spring Unit: 1.0

GRK 201 Plato

Mrs. Lefkowitz

Study of selected dialogues of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods.

Prerequisite: 101 and 102 or two admission units in Greek or by permission of the instructor.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

GRK 202 Homer

Miss Marvin

Study of selected books in Greek from Homer's *Iliad* or *Odyssey* with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period. Three periods.

Prerequisite: 201
Distribution: Historical Studies or Language and Literature
Semester: Spring Unit: 1.0

GRK 345 Herodotus

Ms. Dougherty

Herodotus' history of the Greek/Persian conflict and the rise and fall of empires. His use of legend, anecdotes, and ethnographic material; his historical method. Selected readings in Greek from the *Histories.*

Prerequisite: 201 or 202.
Distribution: Historical Studies or Language and Literature
Semester: Fall Unit: 1.0

GRK 346 Archaic Greek Poetry

Ms. Dougherty and Mr. Starr

The individual and society in the age after Homer. Readings from Archilochus, Sappho, Bacchylides, Pindar and other lyric and elegiac poets.

Prerequisite: 202
Distribution: Historical Studies or Language and Literature
Semester: Spring Unit: 1.0

GRK 347 Euripides

Was the most popular of all Greek dramatists an atheist or pietist, a reformer or an advocate for traditional values? Reading of one play in Greek and others in translation.

Prerequisite: 202
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

GRK 348 Athenian Orators

Fourth-century Athenian politics and society as represented in speeches delivered in the law courts. Readings from the works of Lysias, Demosthenes, and their contemporaries.

Prerequisite: 202
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

GRK 350 Research or Individual Study

Prerequisite: Open to seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GRK 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GRK 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

REL 298

New Testament Greek

Attention Called

CLCV 104

Classical Mythology

CLCV 105

Greek and Latin Literature in Translation

CLCV 210/310

Greek Drama in Translation

CLCV 215/315

Women's Life in Greece and Rome

CLCV 216

The Age of Augustus, the First Roman Emperor

CLCV 217/317

Neronian Rome

CLCV 234

Roads To Rome: Leading The Roman Life

CLCV 236/336

Greek and Roman Religion

CLCV 241

Medicine and Science

CLCV 243

Roman Law

CLCV 335

The Politics of the Past

HIST 229/329

Alexander the Great: Psychopath or Philosopher King

HIST 230

Greek History from the Bronze Age to the Death of Philip II of Macedon

HIST 231

History of Rome

Latin

LAT 101 Beginning Latin I

Mr. Erasmo

Introduction to the Latin language; development of Latin reading skills. Four periods.

Prerequisite: Open to students who do not present Latin for admission or by permission of the instructor.
Distribution: None
Semester: Fall Unit: 1.0

LAT 102 Beginning Latin II

Mr. Erasmo

Further development of Latin reading and language skills. Four periods.

Prerequisite: 101
Distribution: None
Semester: Spring Unit: 1.0

LAT 103 Intensive Review

Mr. Colaizzi

Survey of grammar and syntax; reading from classical Latin authors. Designed to prepare students who have had some previous Latin to enter 200-level Latin. Four periods.

Prerequisite: Two admission units in Latin, or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

LAT 200 Intermediate Latin I: Literary Love Affairs

Mr. Erasmo; Mr. Starr

A survey of famous Latin authors, focusing on literary love affairs. Selections from episodes into one continuous poem. The course will focus on issues such as metamorphosis as a literary trope, the rhetoric of violence, intertextuality, Catullus, Horace, Ovid, and Vergil and Medieval Latin lyrics. Systematic review of Latin grammar; focused vocabulary building; introduction to Latin meter; reference tools for improved reading; Internet resources for Latin literature. Three periods.

Prerequisite: 102 or 103 or three admission units in Latin or by permission of instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

LAT 201 Intermediate Latin II: Vergil and Augustus

Mr. Starr; Mr. Erasmo

Vergil's *Aeneid, Georgics*, and *Eclogues* in their literary context of both Greek poetry (Homer, Apollonius of Rhodes, Euripides) and Latin poetry (Ennius, Lucretius, Catullus, Horace) and in their historical context in the reign of Augustus, the first Roman emperor. Readings in Latin from Vergil and in translation from other ancient works. Extensive use of Internet resources on Vergil and Rome. Three periods.

Prerequisite: 200 or four admission units in Latin; by permission of instructor with 103 or three admission units in Latin.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

Latin 301 Visions of Rome

Mr. Starr

Visions of Rome as an ideal dream, founded on religion, law, and morality, and as once-great but now corrupt, collapsing in moral decay; the transformation of Roman history into myth. Selected readings from various Latin authors, such as Cicero, Sallust, Augustus, Horace, Propertius, Vergil, Livy, Seneca, Lucan, Tacitus, and Juvenal; readings in translation from other Roman texts and from contemporary Greek authors.

Prerequisite: 201 or [251] or [252] or [279] with different topic or AP Latin score of 4 or 5 or by permission of instructor.
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

LAT 303 Selected Topics.

Ms. Dougherty

Topic for 1997–98: Ovid's Metamorphoses and Narratology. Jason and Medea, Daphne and Apollo, Leda and the swan—just pretty stories or something more? This course will combine a close reading of Ovid's Metamorphoses with discussions of narrative theory to ask how Ovid transforms these individual ekphrasis, narrative voice, mythological models, etc.

Prerequisite: 201 [202], [251], [252], [279] with different topic or AP Latin score of 4 or 5 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

LAT 347 Seminar

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

LAT 350 Research or Individual Study

Prerequisite: Open to seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAT 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAT 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

Attention Called

CLCV 104

Classical Mythology

CLCV 105

Greek and Latin Literature in Translation

CLCV 210/310

Greek Drama in Translation

CLCV 215/315

Women's Life in Greece and Rome

CLCV 216

The Age of Augustus, the First Roman Emperor

CLCV 217/317

Neronian Rome

CLCV 234

Roads To Rome: Leading The Roman Life

CLCV 236/336

Greek and Roman Religion

CLCV 241

Medicine and Science

CLCV 243

Roman Law

CLCV 335

The Politics of the Past

HIST 229/329

Alexander the Great: Psychopath or Philosopher King

HIST 230

Greek History from the Bronze Age to the Death of Philip II of Macedon

HIST 231

History of Rome

Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin or Classical Civilization except History 100, 229/329, 230*, 231 or Classical Civilization courses that fulfill the requirement in Group B.

All students majoring in Greek must complete four units of Grade III work; all students majoring in Latin are required to complete four units of Grade III work. Study of Vergil, either in 202 or at the Grade III level, is *strongly* recommended.

Latin students who offer an AP Latin score of 4 or 5 should normally elect 301.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world. Students interested in a major in Classical and Near Eastern Archaeology are referred to p. 136 where the program is described.

Students who wish to major in Classical Civilization can plan with the department an appropriate sequence of courses, which might include work in such areas as art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. For details on the Classical Civilization major, see p. 133.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 360 and 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology, and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

Students interested in obtaining certification to teach Latin and Classical Humanities in the Commonwealth of Massachusetts should consult the Chair of Greek and Latin, and the Chair of the Department of Education.

History

Professor: *Auerbach, Cohen*[A2], *Knudsen, Malino, Tumarkin*

Associate Professor: *Kapteijns, Rogers (Chair), Shennan*

Visiting Associate Professor: *Rollman*

Assistant Professor: *Harris, Matsusaka, Moore, Rozario, Tien, Varon*[A1]

Instructor: *Wilson*

All courses in the History Department (with the exception of 350, 360 and 370) fulfill the Group B^1 distribution requirement.

HIST 100 Introduction to Western Civilization

Mr. Moore

Presenting the sweep of history from Egypt of the pyramids to the Spanish Empire of the sixteenth century, we will study the unique features of ancient Judaism, Greek civilization, the Roman Empire, and will explore such developments as the Christianization of Europe, the Renaissance, and the Protestant Reformation. At the same time we will examine how each succeeding civilization remembers the past — how the Greeks remembered Egypt, how the Romans remembered the Greeks, how medieval and modern Europeans looked back to Rome. We will journey from the Stonehenge to the Sistine Chapel, reading some of the most influential books of the Western traditions.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 103 History in Global Perspective: Cultures in Contact and Conflict

An introduction to the comparative study of history, covering several different time periods and global in scope (Africa, East Asia, the Middle East, Europe and the Americas). The focal theme is the contact and conflict *within* and *between* societies and cultures. Guest lectures by most members of the History Department. Two lectures and one discussion section per week.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 105 Russian Civilization

Ms. Tumarkin

An interdisciplinary introduction to the Russian experience from the tenth century, when the princes of Kiev adopted Byzantine Christianity, to the twentieth century, when the vast Russian Empire was transformed into the world's first socialist state and eventual global superpower. The course is organized around selected themes in cultural history, and materials are drawn from historical sources, the visual and performing arts, material culture, and Russia's unparalleled literary canon. We will also have occasional guest lectures by Russianists in disciplines other than history.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 106 Japanese Civilization

Mr. Matsusaka

A broad examination of the history of Japan from the origins of the Japanese people to modern times. First half of the course covers the origins of the Japanese people and their own creation myths; the formation of the imperial state; the rise of classical civilization and its culmination in the court culture centered in what is known today as Kyoto; the Medieval world of the samurai warriors; first contact with the West in the sixteenth century; and the age of the shoguns. Second half explores Japan's modern transformation during the Meiji era; the rise of imperial Japan in the early twentieth century; the Second World War and its aftermath; and Japan's more recent emergence as a global economic power.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 201 Modern European History

Mr. Knudsen

Introduction to the great transformations in European history since 1600. Themes include the rise and consolidation of centralized states, the growth of commercial capitalism, the spread of industrialization and the decline of agrarian patterns of life, European interactions with the rest of the world, and the impact of science, ideology, and demography on European society, culture, and politics.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 203 History of the United States, 1607 to 1877

Mr. Rozario

A survey of the social, cultural, and institutional dimensions of American history from the colonial period through the Civil War and Reconstruction. Special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, urbanization, reform.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 204 History of the United States, 1877 to 1968

Mr. Auerbach

The emergence of an urban industrial society; social change amid tension between traditional and modern cultures; development of the welfare state; issues of war and peace; the shifting boundaries of conservative reaction, liberal reform, and radical protest, from the 1880s to the 1960s.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 205 History of Britain from the American Revolution to the Present

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 206 Introduction to the History of Latin America

Mr. Rozario

An introduction to themes and problems in Latin American history. This course identifies and examines some of the key people, institutions, ideologies, and events shaping the history of Central and South America. We focus particularly on the histories of Mexico, Cuba, and Argentina. Topics include: the ecological history of Central and South America, pre-Columbian cultures, the Columbian Encounter, the Spanish Conquest of the Americas, the Spanish Empire, the rise and fall of slavery, independence movements, the Mexican-American War, the Mexican Revolution, urbanization and immigration, Peronism in Argentina, revolutions in Cuba and Nicaragua, the politics of third world debt, and the lure of El Norte.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 217 The Making of European Jewry, 1085 to 1815

A study of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O. Offered in 1998–99. Unit: 1.0

HIST 218 Jews in the Modern World, 1815 to the Present

Ms. Malino

A study of the demographic, cultural and socioeconomic transformation of the Jewish communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 219 The Jews of Spain and the Lands of Islam

Ms. Malino

The history of the Jews in the Arab, Persian and Ottoman lands from the early centuries of Islam to the modern era. Topics include the emergence of "Oriental" Jewry; the intellectual flowering of the Jews of Muslim Spain; the repercussions of their diaspora and the widening gap between the Jews of Europe and their co-religionists in North Africa, India, and the Middle East.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 220 Images of the Cosmos

Mr. Harris

Traces the West's changing conceptions of the natural world from Antiquity to the present by examining dominant metaphors: we move from the animism of Plato's cosmos to the mechanism of Newtonian physics and from the metaphors of competition and cooperation in organic evolution (Darwin, Gaia hypothesis) to the contingency in big bang cosmology and chaos theory. Extensive use of visual materials.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 221 Women, Science and Gender in Historical Perspective

Mr. Harris

A survey of women in science from antiquity to the present (with focus on Hypatia, Châtelet, Somerville, Kovalevskaia, McClintock, and Franklin) suggests that despite barriers of exclusion, women's participation in science has been surprisingly extensive. Most scientific theories on women and gender, however, have been deeply tied to male-dominant perspectives, which raises profound questions about the culture-and gender-dependence of scientific knowledge.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 224 The Healing Arts: Medicine and Society in Medieval and Renaissance Europe.

A survey of illness and responses to it between 1100 and 1600, this course treats medical theory and practice in the context of other types of contemporary healing, including religion and magic. Topics include the changing nature of medical explanation, the rise of hospitals and other medical institutions, the response to "new" diseases, such as plague and syphilis, and the relationships between medicine and art.

Prerequisite: Open to qualified first-year students (see Directions for Election) and to all others without prerequisite.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 225 Age of Charlemagne

Mr. Moore

Covering the period 600–900, this course traces the transformation of the Franks from tribal society to empire. We will engage this culture on many levels: law and liturgy, monasticism, warfare, crime, poetry and history writing; powerful and powerless women; agriculture, art and architecture; the influence of Ireland and Spain; and the influence of the past. We will assess the importance of particular thinkers and rulers-the clever deacon Alcuin, the fanatic Agobard, the mystical Irishman Eriugena—and Charlemagne himself. We will also consider the impact of the invisible members of this society: angels, demons, and the saints.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 229/329 Alexander the Great: Psychopath or Philosopher King

Mr. Rogers

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *This course may be taken as either 229 or, with additional assignments, as 329.*

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 231 History of Rome

Mr. Rogers

Rome's cultural development from its origins as a small city state in the 8th century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of "mystery" religions, the persecution and expansion of Christianity, and the economy and society of the Empire.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 232 The Making of the Middle Ages, 500 to 1200

A survey of the transformations around the Mediterranean which mark the passage from Late Antiquity to the Middle Ages. A unified Classical world disintegrates western, Byzantine and Islamic societies define themselves in relation to the Roman imperial past, and to each other. Comparative work on subjects such as gender roles, rhetoric and asceticism. Readings from primary texts in translation, study of manuscript illumination and architecture.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 233 Renaissance Italy

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 234 The Later Middle Ages, 1200 to 1500

An exploration of the later middle ages, from the Magna Carta and the Third Crusade to the broadening of Europe's horizons by Spanish and Portuguese adventurers and missionaries. Topics include: the rise of the state and its conflicts with the Church; medieval scholarly life; religious movements; the lives of extraordinary figures, such as St. Francis and Joan of Arc. The course will provide an especially close look at medieval Spain, Germany, and Italy. Readings will range from royal and ecclesiastical documents to the ribald humor of Boccaccio.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 235 Utopia: Culture and Community in Medieval and Renaissance Europe

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Authors read include: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe.

Prerequisite: Open to sophomores, juniors and seniors and, by permission of the instructor, to qualified first year students.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 237 Modern European Culture: The Nineteenth and Twentieth Centuries

Mr. Knudsen

A survey of European culture from the French Revolution to the post-World War II period, from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Authors read include: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Weil.

Prerequisite: Open to sophomores, juniors and seniors and, by permission of the instructor, to qualified first-year students.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 238 Invasion and Integration: British History, 400 to 1300

Mr. Moore

The British Isles: a beleaguered Roman imperial province in the fifth century; in the thirteenth, the theatre of operations of one of the most powerful monarchies in the West. The transactions between successive invaders and inhabitants, Christian ascetics and pagan warriors; the fabulous wealth of England. Readings from primary texts in translation, discussion of visual and archaeological evidence.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 239 From Empire to Empire: British History 1200 to 1600

Tracing the history of the British Islands from the Angevin Empire to the British Empire, this course will follow the transformation of British society by major disruptions such as the Black Death and the Hundred Years War; and by institutional developments such as the rise of parliament and the Dissolution of the Monasteries; and concepts of royalty from King John to Elizabeth I. We will study daily life through the window of vernacular literature—ballads of Robin Hood, tales of King Arthur and Chaucer—and social ideals through contemporary letters, chronicles and plays. The structure of British society is revealed especially in the history of law.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 240 The World At War: 1937 to 1945

Mr. Matsusaka, Mr. Shennan

A comparative perspective on the political, social, cultural and military history of World War II, with equal attention to the Asian and European arenas of conflict. Themes to be discussed include: diplomacy and war from the invasions of China (1937) and Poland (1939) to the nuclear attacks on Hiroshima and Nagasaki; the experiences of occupation, resistance, genocide and liberation; mobilization and social change on the "home fronts"; the role of science and technology; the leadership of Churchill, Stalin, Roosevelt, Chiang, Hitler, Konoe, and Tojo; evolving postwar memories of the war. *Two lectures and one discussion section per week.*

Prerequisite: Prerequisite: Open to sophomores, juniors and seniors, and to first-year students by permission of the instructors.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 241 Europe 1914 to 1989

Mr. Shennan

Survey of Europe's political, social and cultural history during the "short twentieth century", from the assassination in Sarajevo to the dismantling of the Berlin Wall. The first half of the course will explore the general crisis of 1914–45—the Great War and its socio-cultural impact, the Russian Revolution and Stalinism, the Great Depression, ideologies of fascism and anti-fascism, World War II and the Holocaust. The second half will examine the resolution of this general crisis during the Cold War era. Here we will look at the regeneration of capitalist economics and democratic politics in the West, the rise and decline of the Soviet empire in the East, the culture of austerity and affluence in the postwar decades, the waning of national rivalries and the contraction of Europe's power. We will conclude by examining the Revolution of 1989.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 244 History of Modern France, 1789 to 1981

Exploration of major themes in the social and political history of France since 1789. Topics include: the French Revolution and the revolutionary tradition; industrialization and urbanization in the 19th century; culture and lifestyles during the fin-de-siècle; social and economic impact of the world wars; resisters and collaborators in World War II; modernization and decolonization since 1945.

Prerequisite: Open to qualified first-year students (see Directions for Election) and to all others without prerequisite.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 245 Germany in the Twentieth Century

Mr. Knudsen

An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area—including the post World War II Federal, German Democratic, Austrian republics and treats Central Europe since unification.

Prerequisite: Open to sophomores, juniors and seniors and, by permission of the instructor, to qualified first-year students.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 246 Medieval and Imperial Russia

Ms. Tumarkin

A thousand-year-long trip through the turbulent waters of Russian history, from the Viking incursions of the ninth century, to the Mongol invasion, the reigns of legendary rulers such as Ivan the Terrible, Peter the Great and Catherine the Great, until the mid-nineteenth century, when the Russian Empire was seen as the world's most powerful state. Special emphasis on Russian art and literature.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 247 Modern Russia and the Soviet Union

Ms. Tumarkin

An exploration of Russia in turmoil, beginning in the mid-nineteenth century, with the empire heading through reform to revolution, and then on to the grand—and brutal—socialist experiment of Lenin, Stalin, Khrushchev and Brezhnev, ending with the Gorbachev debacle and the collapse of the Soviet Union.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 249 Warfare and Society in the West from 1600 to the Nuclear Age

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 250 Race and Ethnicity in Early America

An examination of the emergence of a multiracial, multi-ethnic society in British North America, from 1607 to 1776. Discussion of voluntary and involuntary migration, the pattern of colonial settlement, areas of cultural conflict, the emergence of racial and ethnic consciousness, cultural adaptation, and the development of "American" culture.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 251 Nationhood and Nationalism: America 1750 to 1850

Ms. Tien

An exploration of national identity in the early republic. Examination of how separate colonies with distinct interests came together as one nation; discussion of the definitions and limits of nationhood. Emphasis on unifying and divisive factors in the construction of the nation: colonial religion, the Enlightenment, the War for Independence, republicanism, Washington and Jefferson, the market revolution, slavery, reform.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 255 American Environmental History

Mr. Rozario

A study of how people and natural environments have shaped each other in America from the colonial period to the present. The course examines: the influence of the land on patterns of human behavior; the impact of social and cultural outlooks on changing uses of the natural world; the construction of our own ideas about the environment; our understanding of what nature is, and what our place in nature should be. Topics include American Indian practices and cosmologies, disease, the capitalist commodification of nature, romanticism, landscape paintings, species extinctions, the rise of modern environmentalism, and the backlash of the New Right.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 257 History of Women and Gender in America

Ms. Varon

The history of American women, from the colonial period to the 1960s, with a focus on women's involvement in politics and on the changing nature of women's work. Topics include colonization and the Revolution; the construction of the private and public "spheres"; slavery and antislavery; immigration and ethnicity; women and war; the battle for suffrage; women's health and sexuality; and civil rights and feminism.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 258 Freedom and Dissent in American History

Mr. Auerbach

Freedom of speech since the founding of the nation, with special attention to the expanding and contracting Constitutional boundaries of permissible dissent. Among the issues considered are radical protest; wartime censorship; forms of symbolic expression; obscenity and pornography; campus hate speech; the tension between individual rights and state power.

Prerequisite: Open to sophomores, juniors and seniors and, by permission of the instructor, to first-year students.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 259 U.S. Foreign Policy in the Twentieth Century

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 263 South Africa in Historical Perspective

Ms. Kapteijns

An analysis of the historical background of Apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652–1885), and in the industrial era (1885–present). Important themes are the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the destruction of the African family; the diverse expressions of African resistance, and the processes which are creating a new, post-apartheid South Africa. Short stories, films and poetry are among the sources used.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 264 The History of Precolonial Africa

The development of increasingly complex societies from gathering and hunting groups and stateless societies to city-states and kingdoms. Introduction to the wide variety of source materials available to the African historian. Themes include the spread of Islam in Africa, the rise of towns and a middle class, the massive enslavement of African people, and the changing social relationships between old and young, men and women, nobles and commoners, and free-born and slaves in precolonial Africa.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 265 History of Modern Africa

Ms. Kapteijns

Many of Africa's current characteristics are the heritage of its colonial experience. This course will deal with the different types of colonies from those settled by European planters to the "Cinderellas" or minimally exploited ones and will trace African responses to colonial rule up to the achievement of political independence. For the post-colonial period, the emphasis will be on an analysis of neo-colonialism and the roots of poverty, the food crisis, population growth, AIDS, and the structural weaknesses of the African state.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 266 The Struggle Over North Africa, 1800 to Present

Themes in the social, economic, political and cultural history of North Africa (the Maghreb and Mauretania, Libya, Egypt and Sudan) from 1800 to the present: major features of precolonial society and history in three regions, the transformations brought about by French, British and Italian colonial rule, North African resistance and wars for independence, and the contradictions of the era of formal political independence, including the emergence of Islamist movements and the literary and political debate about postcolonial identities in the area. Students will draw on analyses by historians and social scientists, on novels, short stories, autobiographies, poetry by North Africans, and on music and film from and about North Africa.

Prerequisite: Open by permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 268 The Origins of Japanese Big Business: A Comparative Perspective

Mr. Matsusaka

This course examines in comparative perspective the early history of the zaibatsu, the institutional ancestors of such present-day enterprise groups as Mitsui, Mitsubishi, Sumitomo and Nissan. It explores the Japanese case with reference to American and European patterns in the development of large-scale business institutions. While business history is an essential element of this course, we will also consider the social and political ramifications of the growth of corporate institutions in the early twentieth century. Topics covered include the "late developer" thesis, Alfred Chandler's model of the evolution of American business institutions, government-business relations, and the rise of popular antipathy toward big business.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 269 Japan's Foreign Relations, 1853 to 1973

The history of Japan's international relations, from initial encounter with American "gunboat diplomacy" (1853) to "oil shock" of 1973. Principal themes: tension between policies of international cooperation and the autonomous pursuit of national interest, economic interest as a determinant of foreign policy, relationship between diplomacy and national defense. Special emphasis on relations between the United States and Japan.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O. Offered in 1998–99. Unit: 1.0

HIST 270 Japan Before 1840

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 271 Modern Japan, 1840 to 1990

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 275 Imperial China

After a topical survey of earlier developments in Chinese history, the course will focus on the period from ca. 1600 to the eve of the revolution of 1911. Emphasis will be on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive break down of Chinese society and polity in the 19th century.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O. Offered in 1998–99. Unit: 1.0

HIST 276 China in Revolution

The Staff

An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the militarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Chiang Kai-shek and the Guomindang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments since; Tiananmen; future prospects and problems.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 284 The Middle East in Modern History

Mr. Rollman

Themes in the political, socio-economic, and intellectual history of the modern Middle East (Turkey, Lebanon, Israel, Egypt, Saudi Arabia, Iran and North Africa) from 1914 to the present. The formation of the modern nation states after World War I, the historical background of major political and socio-economic issues today, including the impact of the oil boom, labor migration, changing social roles of women, and urbanization. Themes in the history of ideas include nationalism, politicized Islam, and the movement for women's emancipation. Poetry, short stories and novels are among the sources used.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 286 Islamic Society in Historical Perspective

Introduction to the rich mosaic of Islamic society from the time of the Prophet to the First World War. Through the study of a wide variety of "building blocks" of Islamic society—from nomadic camp to metropole, from extended family to state bureaucracy, and from Islamic courts of law to Sufi brotherhoods—students will gain insight into some major themes of the political, religious, and socio-economic history of the Islamic world from the rise of Islam to World War I.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 291 1968: The Pivotal Year

Mr. Auerbach

Within a single year the Tet offensive in Vietnam, the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the election of Richard M. Nixon transformed American foreign and domestic policy, ending an era of liberal internationalism and domestic reform. Exploration of how, and why, it happened. Consideration of current political and intellectual trends—from President Clinton to political correctness—that reflect the continuing impact of the 1960s on American public life.

Prerequisite: 204 or an AP score of 4 or 5.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 292 Sectionalism, The Civil War and Reconstruction

Ms. Varon

An examination of the political and social history of America from 1850 to 1877, with an emphasis on the rise of the "free labor" and "states' rights" ideologies; the changing nature and aims of war; developments on the homefront; and the transition from slavery to freedom. Sources include diaries, letters and reminiscences by soldiers and noncombatants, and fiction and film depicting the Civil War era.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 293 American Intellectual and Cultural History

An overview of American intellectual and cultural history from the Revolution to World War I. Authors to be read include Benjamin Franklin, Ralph Waldo Emerson, Frederick Douglass, Elizabeth Cady Stanton and William James. Our central purpose is to explore how definitions of "culture"—and the relationship between intellectuals and culture—have changed over time.

Prerequisite: 203 or 204.
Distribution: Historical Studies
Semester: N/O. Offered in 1998–99. Unit: 1.0

HIST 294 Immigration in America

An examination of immigration and immigrants in the United States, from the colonial era to the 1950s. Topics include: early migrations; the "great migrations" of the nineteenth century; settlement patterns and immigrant enclaves; the immigrant family; theories of assimilation, cultural retention, and ethnic awareness; political debates regarding immigrants (bilingual education, citizenship, naturalization, and "official languages").

Prerequisite: 203 or 204. Open to sophomores, juniors, and seniors.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 295 Strategy and Diplomacy of the Great Powers Since 1789

Mr. Shennan

Development of the Great Power system from the French Revolution to the post-Cold War era. Topics include the Napoleonic Wars; the Vienna System and the balance-of-power; the growing interdependence of economic and military might; imperialism; the German Question; the rise of extra-European powers (U.S. and Japan); the two World Wars; nuclear diplomacy; the rise and decline of the post-1945 "bipolar" system; and the end of the Cold War.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 301 Women of Russia: A Portrait Gallery

Ms. Tumarkin

An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment. We will read about Russian peasants, nuns, princesses, feminists, workers, revolutionaries, poets, partisans, and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, great works of literature, and the visual arts.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 326 Seminar. American Jewish History

Mr. Auerbach

The development of American Jewish life and institutions, from European immigration to the present. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social and political implications of Jewish minority status in the United States. The impact of Israel on the consciousness of American Jews will be considered.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 327 Zionism and Irish Nationalism: A Comparative Perspective

Ms. Malino

Emergence and evolution of Zionism and Irish nationalism in the 19th and 20th centuries. Poets, ideologues, charismatic leaders; immigration and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 328 Anti-Semitism in Historical Perspective

Historical antecedents and sources of modern anti-Semitism. Topics include pre-Christian anti-Semitism, attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment. Attention to the impact of revolution, modernization and nationalism in the emergence of political anti-Semitism. Jewish responses to anti-Semitic policies and events as well as developments during and after World War II.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 330 Seminar. Medieval Europe

Mr. Moore

Topic for 1997–98: Hermits, Pilgrims and Scholars: Britain and Ireland. This seminar will examine scholarly communities in the early Middle Ages, especially in Ireland and Britain. The saints of England and Ireland crossed Europe spreading Christianity and founding monasteries. In a world forested and largely without roads, books and letters were exchanged. This course focuses on the lives and writings of the saints (St. Patrick, Columban, Bede, and others), the creation of libraries, the production of books, and the spread of knowledge from Britain to the continent.

Prerequisite: Open to juniors and seniors; and also sophomores with a background in the history of Europe before 1600. Preference given to Medieval/Renaissance Studies Majors.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 331 Renaissance and Reconnaissance

Mr. Harris

In one of the great ironies of western history, the attempt by humanists scholars to recapture the wisdom of the ancients coincided with the discovery of new worlds wholly unknown to the Ancients. Our readings from leading Renaissance humanists (Petrarch, Vasari, Erasmus, Mirandola, Valla) and from overseas travelers (Columbus, Las Casas, Acosta, Harriot, Hakluyt) and would-be travelers (Ignatius, Bacon) will explore the tensions between the 'recovery of the past' and the 'discovery of the new'.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 333 Seminar. Renaissance Florence

Study of the social, political, and economic crises that served as the background and impetus to the intellectual and artistic flowering of the Florentine Renaissance. Examination of the structure of Florentine society, and in particular of the life and mentality of the patrician families whose patronage and protection fueled the "golden age" of Florentine culture.

Prerequisite: 233 or permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 334 Seminar. European Cultural History

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 335 Seminar. Crime and Punishment in Victorian Britain

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 336 Seminar. British Cultural and Intellectual History 1789 to 1945

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 337 Seminar. Origins of the First World War

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 338 Seminar. European Resistance Movements in World War II

Comparative examination of resistance to Nazi Germany in nations of western and eastern Europe, based on clandestine press, memoirs and diaries, fictional recreations and a rich scholarly literature. Questions to be addressed include: What constituted resistance? Why did individuals choose to resist? What did organized resistance movements achieve? What was the role of particular groups such as women, communists, and Jews? Emphasis will be on identifying and understanding national or regional variations.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 340 Seminar. Interdisciplinary History

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 341 Seminar. The Nature and Meanings of History

Mr. Knudsen

Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 342 Seminar. Women, Work and the Family in African History

Examination of women's work in the small-scale and state societies of precolonial Africa; the transformation of the existing division of labor as a result of colonial domination. Analysis of historiographical trends in African women's history; case studies from throughout the continent; student interpretation of a variety of historical sources, including oral histories and women's songs.

Prerequisite: Open to sophomores, juniors, and seniors. Admission by application prior to registration.
Distribution: Historical Studies
Semester: N/O. Offered in 1998–99. Unit: 1.0

HIST 343 Seminar. History of Israel

The biblical origins and modern development of Jewish statehood. Topics include: Jewish religious nationalism; the nature of the Zionist revolution; state-building and the struggle over national boundaries; relations with Arabs; differences over "homeland" and "holy land"; and continuing efforts to define the nature and purpose of a Jewish state in a "post-Zionist" era.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 344 Seminar. Japanese History

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 345 Seminar. The American South

Prerequisite: Open to sophomores, juniors, and seniors. Admission by application prior to registration.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 346 China and America: The Evolution of a Troubled Relationship

Mr. Cohen

The persistent theme of misunderstanding and conflict in relations between China and the U.S. as countries and Chinese and Americans as people will be explored through such topics as: the treatment of Chinese in 19th-century California, the Open Door policy and U.S. exclusion laws, the depiction of Chinese in American film and literature, China and the U.S. as allies in World War II, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the fallout from Tiananmen. *Enrollment limited to 20.*

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 347 The Cultural Revolution in China

The Cultural Revolution approached on three levels: as a major event in recent Chinese history, with its specific causes, nature, and consequences; as individual experience reflected in memoirs, recollections, fiction; and as a set of myths generated and communicated by China's leadership, the Chinese people, and foreign observers. Attention to the distinctive characteristics of each of these modes of historical representation. Concludes with a comparison of the Cultural Revolution to other instances of societal breakdown in world history. *Enrollment limited to 20.*

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 348 Seminar. History of Medicine

An exploration of medical constructions of the female body in the context of medieval and Early Modern society and culture. Topics will include: fertility and generation, illness and health, food and fasting, pain and pleasure, and the power to harm and heal.

Prerequisite: 224 or two courses in women's studies and/or the history of medieval and Renaissance Europe.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

HIST 351 Seminar. Asian Settlement in North America, 1840 to the Present

Mr. Matsusaka

A comparative and thematic examination of the history of Asian immigrants and their descendants in the United States and Canada. Topics include: 1) causes of migration from Asia to North America, Europe, Africa and South America; 2) formation of "pioneer" communities and subsequent immigration patterns in North America; 3) assimilation, adaptation, the invention of ethnic identities, "official ethnicization" linked to public policy; 4) citizenship and civil rights, including issues of property rights, immigration law, wartime internment of Japanese Americans. Comparative analysis touches upon European immigration to North America, Asian settlement in Europe, South America and Africa, the experience of African Americans.

Prerequisite: Some background in U.S. history, or Asian history and culture. Open to juniors and seniors, and to sophomores by permission of the instructor.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 352 Seminar. Tiananmen as History

Tiananmen, the name of the central square in Beijing, is also shorthand for the protest demonstrations and crackdown that shook China in spring 1989. Why has Tiananmen become a watershed event in China's recent history? What were the causes of the demonstrations? The severity of the government's response? Why did "1989" take such different forms in China and in Eastern Europe? These and other questions will be probed via firsthand accounts, scholarly analyses, videotapes, and participant interviews.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 353 Seminar. History of the American West

A history of the American West as region (beyond Mississippi,) process (the moving frontier,) and symbol (as carrier of myths.) Attention to race and gender relations, environmental concerns, and the development of regional cultures. Topics include Indian wars, the overland trail, immigrant experiences, Mormons, the California dream, the urbanization of the desert, Disneyland, B-movie westerns, and the rise of Los Angeles as a postmodern metropolis.

Prerequisite: Open to sophomores, juniors and seniors. Admission by application prior to registration.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 354 Seminar. Family History

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 356 Seminar. Russian History

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 357 Seminar. History of American Popular Culture

Mr. Rosario

Major themes in United States popular culture from the end of the Civil War to the present. Course blends historical studies with theoretical readings (from Geertz to Foucault) that help us to "read" and interpret popular culture. Special attention to the rise of mass culture and culture wars. Topics include Harlequin romances, spectator sports, amusement parks, popular music, television, Hollywood and advertising.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors. Students writing senior honors theses must participate regularly throughout the year in the History Honors seminar.
Distribution: None
Semester: Fall, Spring Unit: 1.0

HIST 361 Seminar. Contemporary European History

Mr. Shennan

Topic for 1997–98: Comparative History of France and Britain Since 1939. An exploration of French and British responses to political, social and cultural change. Issues to be discussed include: World War II as experience and memory; the Cold War, anti-Americanism and anticommunism; decolonization and the politics of immigration; economic modernization and the culture of affluence; national decline and the "heroic" leadership of de Gaulle and Thatcher.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

Ms. Kapteijns

Examination of the changing social roles of women in the Islamic world, from Pakistan to Morocco. Examination of the rights and duties of women as defined by the Koran and the Shari'a (Islamic Law), followed by exploration of the theoretical and historiographical literature on women in Islamic societies. Students will examine the social roles and position of women in concrete historical situations.

Prerequisite: Open to juniors, seniors, and to qualified sophomores who have taken one previous course in Middle Eastern and Islamic Studies.
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 365 The Chinese Diaspora

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 366 Seminar. The Maghreb: Cultural Crossroads in the Islamic West

Themes in the social and cultural history of the Maghreb in its Islamic, African and European contexts. Period of study: c. 600 CE to the present. Themes will include: the establishment of Arabo-Islamic culture in North Africa and Iberia; relations between Muslims, Christians and Jews; expressions of popular Islam, the city and urban culture, gender relations, and western images of the Maghreb. For the colonial and post-independence eras, the thematic focus will include aspects of state and society under colonial rule, struggles for independence, and Islamic resurgence in North Africa. Critical discussions of the nature and use of sources for the historical study of the Maghreb (from Arabic legal documents, to travel accounts and recent films and literary texts) will be central to this seminar.

Prerequisite: Open to juniors and seniors and to sophomores by permission of the instructor. Students should have taken at least one class in African, medieval Jewish, and/or Islamic/Middle Eastern history.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 367 Seminar. Jewish Ethnicity and Citizenship

Ms. Malino

The freedom to be different and the right to be equal studied through the Jewish experience in 19th and 20th century Europe. Topics include the paradoxes of the struggle for political equality in Western Europe; challenges of romantic nationalism and political anti-Semitism; Jewish nationalist and religious responses. Comparison with other groups and ethnicities.

Prerequisite: Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 368 The Politics of Culture in Modern China: From Kang Youwei to Zhang Yimou

Mr. Wilson

This course examines the political implications of cultural trends in modern Chinese history. A chronological approach is taken from the Hundred Days Reform under Kang Youwei in 1898 through the May Fourth Movement and the Cultural Revolution to the critically acclaimed but politically sensitive films of Zhang Yimou in the 1990s. Short stories, novels, fine arts, opera and film will be discussed in both their political and artistic context. No knowledge of Chinese language is necessary although some knowledge of modern Chinese history is recommended. *Class limited to 20 students.*

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

AFR 208

Women in the Civil Rights Movement

CLCV 236/336

The History of Greek and Roman Religion

ECON 204

U.S. Economic History

EDUC 212

History of American Education

EDUC 214

Youth, Education and Student Activism in Twentieth-Century America

EDUC 312

Seminar. History of Child Rearing and the Family

REL 218

Religion in America

REL 245

Seminar. The Holocaust and the Nazi State

REL 255

Japanese Religion and Culture

WOST 220

American Health Care History in Gender, Race and Class Perspective

WRIT 125 19

American Culture in the 1950s: Nuclear Families and Nuclear Fears

Directions for Election

Most 200-level courses in the Department are open to first-year students, but students without a strong background in European history should elect 100, 201, or both, before taking other courses in the European field. Students without a strong background in American history should elect 203, 204, or both, before taking other courses in the American field. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have both breadth and depth. To ensure breadth, the program must include: (1) at least one course in the history of Africa, Japan, China, Latin America or the Middle East; *and* (2) at least one course in the history of Europe, the United States, England, or Russia. We strongly recommend as well that majors take at least one course in premodern history (e.g., ancient Greece and Rome, the Jews of Spain and the lands of Islam, Japan before 1800). To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. Finally, of the two Grade III courses in the major required for the B.A. degree, we recommend that majors include at least one seminar in their programs. Normally, all Grade III work and at least six of a major's minimum of eight courses must be taken at Wellesley. No Advanced Placement credits, and no more than one cross-listed course, may be counted toward the History major.

The History minor consists of a minimum of five courses, of which at least four must be above the 100 level and at least one at the 300 level (excluding 350). Of these five units, at least three shall represent a coherent and integrated field of interest, such as, for example, American history, Medieval and Renaissance history, or social history. Of the other two units, at least one shall be in a different field. Normally at least four units must be taken at Wellesley, and cross-listed courses will not count toward the minor.

Teacher Certification: Students interested in obtaining certification to teach History in the Commonwealth of Massachusetts should consult Mr. Auerbach in the History Department and the Chair of the Department of Education.

International Relations

AN INTERDEPARTMENTAL MAJOR

Director: *Murphy*

The International Relations major consists of ten (10) courses, which must include the following:

1. CORE COURSES: The core curriculum in International Relations consists of three (3) required courses: Economics 214 (International Economics); History 103 (History in Global Perspective, not offered 1997–98) or History 295 (Strategy and Diplomacy of the Great Powers since 1789); and Political Science 221 (World Politics) or Political Science 222 (Comparative Foreign Policies). Because these courses lay the foundation for more advanced work in the subject, *all three must be completed by the end of the fifth semester. Students planning to study abroad should complete these courses before leaving Wellesley.* Majors are encouraged to fulfill the History requirement before the Political Science requirement. Because Economics 214 has two prerequisites (Economics 101 and Economics 102), majors are encouraged to begin their study of Economics in their first year at the college.

2. LANGUAGE PROFICIENCY: Work in International Relations requires a level of proficiency in language beyond that required by the College's foreign language requirement. Students may indicate their attainment of this enhanced proficiency in one of three ways:

a. A student may take two (2) foreign language courses *beyond the College's foreign language requirement in the same language used to fulfill that requirement* (above the intermediate level) *to be counted as two (2) units toward the major* in International Relations. This requirement will usually be met by the completion of two units of language study *at the third-year college level.*

b. A student whose native language is not English may choose, with the approval of her advisor, to use her native language to fulfill the language proficiency requirement of the major. *This student will not be counting any language courses toward the 10 units required for the major.*

c. A student completing a second major in a language department or area studies program may choose, with the approval of her advisor, to indicate her enhanced proficiency through the completion of the second major, *without counting* *her advanced language courses toward the 10 units required for her International Relations Major.*

Students fulfilling the language proficiency requirements through methods (b) or (c) must complete seven (7) non-language elective courses.

3. ELECTIVES: A student majoring in International Relations will design, in consultation with her advisor, a package of elective courses centered around a particular area of study within the field of International Relations. The student will submit, when declaring her major, a brief written explanation of the focus of her elective courses and the common theme(s) relating them to one another. Students presenting language courses as units toward the major must select five (5) electives, while students fulfilling the language proficiency requirement without presenting languages courses as units must select seven (7) electives. The elective courses must include:

a. Two (2) 300-level courses, only one of which may be 360 or 370.

b. At least one (1) but not more than two (2) courses that focus on a particular geographic region of the world or a specific country, normally a country or region where the students' second language is used.

Majors are also strongly encouraged, but not required, to take Economics/Political Science/ Sociology 199, Introduction to Social Data Analysis.

While students are not required to organize their electives around any fixed set of courses or designed fields, the following list of three (3) fields of concentration and some courses from the current catalogue they might include is presented to provide an idea of the range of courses that could be included in the IR major, and one possible approach to grouping them. It does not include those courses that would fulfill the area studies provision of the major. Some courses are included in more than one category, and this should not be construed as an exhaustive list of potential courses.

INAT 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

INAT 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

A) Global Security and Governance

ECON 222
Games of Strategy

HIST 240
The World at War: 1937–1945

HIST 249
Warfare and Society in the West from 1600 to the Nuclear Age

HIST 259
U.S. Foreign Policy in the Twentieth Century

HIST 295
Strategy and Diplomacy of the Great Powers Since 1789

HIST 337
Seminar. Origins of the First World War

HIST 346
China and America: The Evolution of a Troubled Relationship

POL2 306
Revolutions in the Modern World. Topic for 1997-98: Revolution and War in Vietnam

POL3 224
International Security

POL3 321
The United States in World Politics

POL3 327
International Organization

POL3 328
After the Cold War

POL3 329
International Law

POL3 330
Seminar. Negotiation and Bargaining

POL3 348
Seminar. Problems in North-South Relations

B) The World Economy

ANTH 275
Development and Society in the Third World

ANTH 346
Colonialism, Development and Nationalism: The Nation State and Traditional Societies

ECON 220
Development Economics

ECON 238
Economics and Politics

ECON 301
Comparative Economic Systems

ECON 313
International Macroeconomics

ECON 314
International Trade Theory

ECON 320
Seminar. Economic Development

ECON 340
Seminar. Topic A: The European Union

HIST 268
The Origins of Japanese Big Business: A Comparative Perspective

POL2 204
Political Economy of Development and Underdevelopment

POL3 323
Politics of Economic Interdependence

POL3 332
Seminar. People, Agriculture, and the Environment

POL3 348
Seminar. Problems in North-South Relations

C) Politics, Culture and Identity

AFR 319
Pan-Africanism

AMST 318
Seminar. Topic for 1997–98: Mugwumps, Suffragettes, and Other Social Critics

ANTH 319
Nationalism, Politics and the Use of the Remote Past

ANTH 346
Colonialism, Development and Nationalism: The Nation State and Traditional Societies

HIST 259
U.S. Foreign Policy in the Twentieth Century

HIST 269
Japan's Foreign Relations, 1853–1973

HIST 344
Militarism in Modern Japan

HIST 346
China and America: The Evolution of a Troubled Relationship

PEAC 259
Human Rights in Latin America

POL3 321
The United States in World Politics

POL3 322
Gender in World Politics

POL3 328
After the Cold War

POL3 331
Seminar. Women, War, and Peace

Italian

Professor: *Jacoff*

Associate Professor: *Viano, Ward (Chair)*

Assistant Professor: *Laviosa*

Visiting Assistant Professor: *Parussa*

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend their junior year in Italy. See p. 72.

The Italian department offers both a major and a minor as well as an interdisciplinary major in Italian Culture. See Directions for Election.

All courses in the Italian Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

ITAL 101–102 Elementary Italian

Mr. Ward, Mr. Parussa, Ms. Laviosa

These courses focus on the development of basic language skills for the purpose of acquiring both speaking and reading knowledge useful in the study of other disciplines. A general view of Italian civilization and contemporary culture through slide shows, authentic video programs, and graded brief readings offer an introduction to the country and its people. Three periods. Course requirements: six quizzes, four take-home exams, Midterm and Final exams. *Each semester earns 1.0 unit of credit, however both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring   Unit: 1.0

ITAL 201 Intermediate Italian I

Ms. Laviosa, Mr. Parussa

The purpose of this course is to consolidate the language skills through in-depth review of grammar and intensive listening, speaking, reading, and writing activities. The reading of short stories, articles from Italian newspapers, and selected texts on Italian civilization promote critical reading. Listening comprehension is practiced through the viewing of Italian films and other authentic audio-visual material. Both reading and listening activities are followed by in-class discussion. Course requirements: four short compositions, four quizzes, Midterm and Final exams. Three periods.

Prerequisite: 101–102 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall   Unit: 1.0

ITAL 202 Intermediate Italian II

Mr. Viano, Ms. Laviosa

Further consolidation of fluency in spoken and written Italian with a complete review of grammar is the focus of this course. Literary texts and newspaper articles on Italian current issues are selected to promote critical reading. Italian films and television programs are presented to develop listening skills and introduce students to some of the major themes in Italian culture. Course requirements: research paper, four quizzes, Midterm and Final exams. Three periods.

Prerequisite: 201 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring   Unit: 1.0

ITAL 249 The Cinema of Transgression (in English)

Mr. Viano

The course will explore in depth the work of Italian and Italian-American film directors such as Pasolini and Scorsese who have attempted to challenge both cinematic and moral codes. The course will deal with issues such as homosexuality and homosociality, the social construction of gender, and the conflict between religion as faith and religion as an institution. It will enable students to think and write about cinema in terms of authorship. Taught in English. *Students wishing to take this course in Italian will have the opportunity of attending extra conferences in Italian.*

Prerequisite: Signature of instructor is required.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring   Unit: 1.0

ITAL 261/361 Italian Cinema (in English)

Mr. Viano

A survey of Italian cinema from neorealism to the present through the work of its major directors (Fellini, Bertolucci, Visconti, etc.). The in-depth analysis of each film will aim at providing students with a knowledge of the key issues in contemporary film theory: the relationship between cinema and reality, the role of the spectator, gender and politics of the film image. *The course may be taken as either 261 or, with additional assignments in Italian, as 361.* Taught in English.

Prerequisite: 261, open to all students; 361, by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall   Unit: 1.0

ITAL 263 Dante (in English)

Ms. Jacoff

An introduction to Dante and his culture. The centrality and encyclopedic nature of Dante's *Divine Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, knowledge of the *Comedy* illuminates modern literature as well. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ITAL 265 Literature of the Italian Renaissance (In English)

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAL 271 Introduction to Italian Studies

Mr. Ward

The course aims to familiarize students with the figures, writings, and currents of thought which contributed to the construction of Italy as a nation—the Risorgimento—and to an Italian national identity. In addition, the course will examine Italian nationalism and the early 20th century and contemporary reevaluations of the Risorgimento legacy. Authors to be studied will include Foscolo, Manzoni, Carducci, Lampedusa, Visconti, and Gramsci.

Prerequisite: 202 or by permission of the instructor.
Distribution: Historical Studies or Language and Literature
Semester: Fall Unit: 1.0

ITAL 272 Studies in Italian Literature

Prerequisite: 271 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAL 308 The Contemporary Novel

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAL 309 The Function of Narrative

Mr. Ward

The course, which is taught in Italian, gives students an overview of developments in the history of Italian narrative from Boccaccio to the present day. In particular, the course focuses on the social and intellectual functions of narrative as our primary means of describing, knowing and interpreting the world around us. The course will look at selections from major authors such as Boccaccio and Manzoni as well as a variety of short fiction by contemporary authors. It will conclude with a section on Michelangelo Antonioni dedicated to film narrative technique.

Prerequisite: 272 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

ITAL 349 Seminar. Italian Women Writers

Ms. Jacoff

This course will examine the narratives of Sibilla Aleramo, Anna Banti, Natalia Ginzburg, Dacia Maraini, Clara Sereni and others. In addition, the course will concentrate on issues of representation and voice.

Prerequisite: 308 or permission of instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ITAL 350 Research or Individual Study

Prerequisite: Open by permission to students who have completed two units in literature in the department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ITAL 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ITAL 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

EXTD 330

Seminar. Comparative Literature Topic for 1997–98: Decoding the World: Symbolism in Myths, Tales and Novels

Directions for Election

The Italian department offers both a major and a minor in Italian as well as an interdisciplinary major in Italian culture.

The Italian major offers students the opportunity to acquire fluency in the language and knowledge of the literature and culture of Italy. Students are strongly urged to begin Italian in their first year. Italian 101–102 count toward the degree, but not the major. Students majoring in Italian are required to take eight units above the 100 level, two of which must be at Grade III level. Students should consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad on an approved program. Courses in other languages and literatures, art and history are strongly recommended to supplement work in the major.

The Italian minor requires five units above the 100 level. One of these units may be fulfilled by a course in translation if a student begins the study of Italian in her sophomore year.

Italian Culture

AN INTERDEPARTMENTAL MAJOR

Director: *Ward*

The major in Italian Culture offers students the opportunity to acquire fluency in the language and to deepen their knowledge of Italy through the study of its literature, art, history, music and thought. The program for each student will be planned individually with the director. At least four units in Italian above the 100 level, one of which must be at Grade III level, must be included in the program; in addition, the student will take at least four units above the 100 level in related departments, one of which must be at Grade III level. Courses given in translation will count toward the major. The following courses are available for majors in Italian Culture:

ITCL 350

Research or Individual Study
Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring   Unit: 1.0

ITCL 360 Senior Thesis Research

Prerequisite: By permission of director. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring   Unit: 1.0

ITCL 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring   Unit: 1.0

ARTH 220

Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

ARTH 229

Renaissance and Baroque Architecture

ARTH 243

Roman Art. Topic for 1997–98: Roads to Rome: Building the Roman Empire

ARTH 250

The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

ARTH 251

Italian Renaissance Art, 1400 to 1520

ARTH 304

Seminar. Italian Renaissance Sculpture. Donatello and Michelangelo

ARTH 330
Renaissance Art in Venice

ARTH 333
Seminar. Baroque Art

EXTD 330
Seminar. Comparative Literature Topic for 1997–98: Decoding the World: Symbolism in Myths, Tales and Novels

HIST 231
History of Rome

HIST 233
Renaissance Italy

HIST 235
Utopia: Culture and Community in Medieval and Renaissance Europe

HIST 333
Seminar. Renaissance Florence

ITAL 201
Intermediate Italian I

ITAL 202
Intermediate Italian II

ITAL 249
The Cinema of Transgression

ITAL 261/361
Italian Cinema (in English)

ITAL 263
Dante (in English)

ITAL 265
Literature of the Italian Renaissance (in English)

ITAL 271
Introduction to Italian Studies

ITAL 272
Studies in Italian Literature

ITAL 308
The Contemporary Novel

ITAL 309
The Function of Narrative

ITAL 349
Seminar. Italian Women Writers

ME/R 249
Imagining the Afterlife

Japanese

Associate Professor: *Lam (Acting Chair), Morley*^{A}

Visiting Associate Professor: *Inouye*

Visiting Assistant Professor: *Steen*

Lecturer: *Torii*

Visiting Instructor: *Maeno*

Language Instructor: *Ozawa*

All courses in the Japanese Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

JPN 101–102 Beginning Japanese

The Staff

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Five periods. *Students will receive a total of two and one-half units of credit for the year. Each semester earns 1.25 unit of credit, however both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.25

JPN 130 Japanese Animation

The world of Japanese animation (English subtitles) will be explored in an endeavor to understand the workings of popular culture in Japan. What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional esthetics, arts, and values in a highly industrialized society entranced by novelty. Japanese animation will be used to try to understand this phenomenon from the inside. Two films will be viewed a week with one, 70 minute discussion section. No Japanese language ability required.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 0.5 (7 weeks)

JPN 201–202 Intermediate Japanese

Ms. Torii and Staff

Continuation of 101–102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Five periods. *Students will receive two and one-half units of credit for the year. Each semester earns 1.25 unit of credit,* *however both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101–102 (1–2) or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.25

JPN 231 Advanced Japanese I

Mr. Steen

Development and refinement of language skills with the aim of achieving fluency in verbal expression and mastery of reading and writing skills. Language laboratory attendance is required. Meets three days a week. *Students must register for 233 in conjunction with 231 except by permission of instructor.*

Prerequisite: 201–202 (1–2) or permission of the instructor. Signature Required.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

JPN 232 Advanced Japanese II

Mr. Steen

Japanese 231 and Japanese 232 are two one-semester courses, which taken in sequence with 233–234 constitute the third year of the Japanese language program. Meets three days a week. *Students must register for 234 in conjunction with 232 except by permission of instructor.*

Prerequisite: 231 and 233 or permission of the instructor. Signature of instructor required.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

JPN 233 Advanced Oral Skills

Ms. Torii

Students will practice oral and listening skills using a Japanese video tape of the television series, "Springtime Family" specially reprogrammed for use in Advanced language classes. The goal of the course is to enable students to decipher actual spoken Japanese from the video tape and incorporate the spoken patterns and vocabulary in their own speech. Meets two days a week. *Students must register for 233 in conjunction with 231 except by permission of instructor.*

Prerequisite: Signature of instructor required.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

JPN 234 Advanced Oral Skills

Ms. Torii

Students will practice oral and listening skills using a Japanese video tape of the television series, "Springtime Family" specially reprogrammed for use in Advanced language classes. The goal of the course is to enable students to decipher actual spoken Japanese from the video tape and to incorporate the spoken patterns and vocabulary in their own speech. Meets two days a week. *Students must register for 234 in conjunction with 232 except by permission of instructor.*

Prerequisite: Signature of instructor required.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

JPN 251 Japan Through Literature and Film (in translation)

A study of the great works of Japanese literature in translation from the 10th through the 18th centuries, including the early poetic diaries of the Heian Court ladies, the *Tale of Genji*, the *Noh* plays, the puppet plays of Chikamatu, and the haiku poetry of Matsuo Basho. Emphasis on the changing world of the Japanese writer and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O. Offered in 1998–99. Unit: 1.0

JPN 253 Modern Japanese Literature in the Postwar Period (in translation)

Mr. Steen

This course traces the development of postwar Japanese literature and literary criticism from the end of World War II until the present. Topics will include: how postwar intellectuals addressed questions of war responsibility; the response of writers to the atomic bombings; the emergence of various notions of "postmodernism"; shifting notions of cultural identity; the mass media and its effect on writers and their role.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

JPN 254 Modern Japanese Literature Through 1945 (in translation)

Mr. Steen

We will be exploring the twentieth century Japanese literature up to World War II. Topics will include fantasy, feminist fiction and memoires, surrealism and dadaism, defective fiction.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

JPN 309 Readings on Contemporary Japanese Social Science

Ms. Maeno

Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section.

Prerequisite: 232 and 234, or by permission of instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

JPN 310 Modern Japanese Prose

Mr. Steen

Students will be reading selections from a variety of well known modern authors in the original. The goal of the course is to familiarize the student with a variety of writing styles and with the corpus of significant literary works in the post World War II period. As well as translating, students will be writing short weekly essays in Japanese. Two periods with discussion section.

Prerequisite: Japanese 232 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

JPN 312 Readings in Classical Japanese Prose

Reading and discussion in Japanese of selections from classical Japanese literature: Focus on translation skills. Two periods with discussion section.

Prerequisite: 309, 310 or by permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

JPN 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JPN 351 Seminar. Theater of Japan (in translation)

This course provides an in depth study of Japanese classical theater forms and performance theories. Students will be reading plays from the *Noh*, and *Kyogen* comedies, *Kabuki*, and *Bunraku* (puppet theater) traditions. Videos of the plays for study will be viewed by the class. Comparisons will be made with western and other eastern theater forms where appropriate. The influence of classical theater on contemporary Japanese drama will also be examined.

Prerequisite: One unit in Japanese Studies or by permission of instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O. Offered in 1998–99. Unit: 1.0

JPN 352 Seminar. Love and Sexuality in Japanese Literature (in translation)

Mr. Inouye

Eros and religion, charity, homoeroticism, the gothic, the heroic—we will consider numerous possibilities as presented by writers such as Ihara Saikaku, Higuchi Ichiyo, Izumi Kyoka, Yoshimoto Banana, and others.

Prerequisite: One unit in Japanese Studies or by permission of instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

JPN 360 Senior Thesis Research

Prerequisite: By permission of director. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JPN 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

Students who are interested in Japan may choose from two majors: the Japanese major with a focus on Japanese language and literature, and the interdisciplinary Japanese Studies major.

The Japanese major concentrates on Japanese language and literature. Students are strongly urged to begin Japanese in their first year, and are encouraged to spend their junior year or summer in Japan for intensive language study. Majors are required to take a minimum of two years of Japanese beyond 101–102 (Japanese 201–202 counts as one course toward the major.), two courses at the 300 level, and at least two non-language courses (which may include 310, 312) for a total of eight courses taken within the department. Either (231–232) or (233–234) may be counted towards the major but not both. Courses from Japanese Studies are strongly recommended to supplement work in the major. An advisor should be chosen from within the department.

Japanese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Kodera, Morley*[A]

Japanese Studies major is an interdisciplinary major that offers an alternative to the Japanese major. Students are required to take a minimum of two years of Japanese including 101–102 (JPN 101–102, JPN 201–202 count as one course each toward the major: either (231–232) or (233–234) may be counted towards the major but not both) at least four non-language courses, and two courses at the 300 level (for a total of eight courses). One course on China, Korea, or on Asian-Americans may count toward the major. Students are encouraged to spend a summer or the junior year in Japan.

JPNS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JPNS 360 Senior Thesis Research

Prerequisite: By permission of director. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JPNS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTH 245
The Garden in Asia

ARTH 249
Arts of Japan

ECON 239
The Political Economy of East Asian Development

HIST 106
Japanese Civilization

HIST 268
The Origins of Japanese Big Business: A Comparative Perspective

HIST 269
Japan's Foreign Relations 1853–1973

HIST 270
Japan Before 1840

HIST 271
Modern Japan 1840–1960

HIST 344
Seminar. Japanese History

HIST 351
Seminar. Asian Settlement in North America 1840–Present

JPN 101–102
Beginning Japanese

JPN 130
Japanese Animation

JPN 201–202
Intermediate Japanese

JPN 231
Advanced Japanese I

JPN 232
Advanced Japanese II

JPN 233
Advanced Oral Skills

JPN 234
Advanced Oral Skills

JPN 251
Japan Through Literature and Film

JPN 253
Modern Japanese Literature in the Postwar Period (in translation)

JPN 254
Modern Japanese Literature through 1945 (in translation)

JPN 309
Readings on Contemporary Japanese Social Science

JPN 310
Modern Japanese Prose

JPN 312
Readings in Classical Japanese Prose

JPN 351
Seminar. Theater of Japan

JPN 352
Seminar. Love and Sexuality in Japanese Literature (in translation)

REL 108
Introduction to Asian Religions

REL 108M
Introduction to Asian Religions

REL 253
Buddhist Thought and Practice

REL 255
Japanese Religion and Culture

WOST 248
Asian American Women Writers

WOST 250
Asian Women in America

WOST
348 Asian American Women in Film and Video

Jewish Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Malino*

Instructor: *Estelle-Holmer*

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

For a major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four courses above the Grade I level, including at least two at the Grade III level.

Majors devise their own programs in consultation with the Director of the Jewish Studies program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk* also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the Director of Jewish Studies for further details.

A minor in Jewish Studies consists of 5 units from the following courses (of which at least one must be at the 300 level and no more than one at the 100 level): Anthropology 242, 247; History 217, 218, 219, 245, 326, 327, 328, 334, 338, 343, 367; Religion 104, 105, 140, 160, 204, 205, 206, 241, 243, 244, 245, 303, 342; Spanish 252 and 267. Units must be taken in at least 2 departments; in consultation with the Director of the Program in Jewish Studies, a student can also arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

The following courses are available in Jewish Studies; for related courses, consult the Director of the Program.

All courses in the Jewish Studies Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

HEBR 101–102 Elementary Hebrew

Ms. Estelle-Holmer

Introduction to Classical Hebrew with an emphasis on reading and translation skills. The course will provide a methodical introduction to grammatical forms and rules of syntax, concentrating on the vocabulary of Hebrew Bible. *Each semester earns 1.0 unit of credit, however both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

HEBR 201–202 Intermediate Hebrew

Ms. Estelle-Holmer

Building on the foundations in Classical Hebrew provided in HEBR 101–102, the third semester will focus on selected readings from Hebrew Bible, including historical narrative, poetry, prophecy and Wisdom Literature. The fourth semester will introduce students to a variety of post-biblical Hebrew texts from the early rabbinic, medieval, and early modern periods.

Prerequisite: HEBR 101–102.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

JWST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JWST 360 Senior Thesis Research

Prerequisite: By permission of director. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JWST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

ANTH 242*
The Rise of Civilization

ANTH 247*
Societies and Cultures of Eurasia

GER 389
German-Jewish Dialogues

HIST 217
The Making of European Jewry 1085–1815

HIST 218
Jews in the Modern World, 1815-Present

HIST 219
The Jews of Spain and the Lands of Islam

HIST 245
Germany in the Twentieth Century

HIST 326
Seminar. American Jewish History

HIST 327
Zionism and Irish Nationalism : A Comparative Perspective

HIST 328
Anti-Semitism in Historical Perspective

HIST 334*
Seminar. European Cultural History

HIST 338*
Seminar. European Resistance Movements in World War II

HIST 343
Seminar. History of Israel

HIST 367
Seminar. Jewish Ethnicity and Citizenship

REL 104
Study of the Hebrew Bible/Old Testament

REL 105*
Study of the New Testament

REL 140
Introduction to Jewish Civilization

REL 160*
Introduction to Islamic Civilization

REL 204
Law in the Ancient Near East and Hebrew Bible/Old Testament

REL 205
Genesis and the Ancient Near East Mythologies

REL 206
The Problem of Evil in Ancient Near Eastern Religions

REL 241
Emerging Religions: Judaism and Christianity, 150 B.C.E.–500 C.E.

REL 243
Women in the Biblical World

REL 244
Jerusalem: The Holy City

REL 245
The Holocaust and the Nazi State

REL 303
Seminar. Human sacrifice in Religion

REL 342
Rabbis, Romans and Archaeology

SPAN 252*
Christians, Jews and Moors: The Spirit of Spain in Its Literature

SPAN 267*
The Writer and Human Rights in Latin America

Language Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Levitt and Staff*

The major in Language Studies offers to students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology, and psychology of language.

The major in Language Studies has a number of core requirements. Out of a minimum major of eight units, students must take at least four Language Studies courses, including Language Studies 114 and at least one Grade III Language Studies course. Majors must also elect a concentration of at least four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Language Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. Students majoring in Language Studies are strongly urged to elect basic method and theory courses in their field of concentration and to show proficiency in a foreign language at the intermediate level or above.

Students are urged to consult the MIT catalogue for additional offerings in the major.

All courses in the Language Studies Department (with the exception of 350, 360 and 370) fulfill the Group B^2 distribution requirement.

LANG 114 Introduction to Linguistics

Ms. Levitt

Designed to familiarize students with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed.

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Fall   Unit: 1.0

LANG 238 Sociolinguistics

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way levels of social expression are conveyed by variations in the structural and semantic organization of language. Includes extensive study of women's language.

Prerequisite: 114 or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O   Unit: 1.0

LANG 240 The Sounds of Language

Examination of the sounds of language from the perspective of phonetics (What are all the possible linguistically-relevant sounds of the human vocal tract?) and of phonology (How does each language organize a subset of those sounds into a coherent linguistic system?). Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of speech analysis and phonetics software.

Prerequisite: 114 or by permission of the instructor.
Distribution: Epistemology and Cognition
Semester: N/O   Unit: 1.0

LANG 244 Language: Form and Meaning

Staff

Even babies can learn a language, yet scores of determined researchers have been unable to devise a satisfactory description of its structure. This course will examine some basic questions about language: What do we know when we know a language? How does meaning arise from the form of sentences? What are universal properties of human languages? What does the structure of conversation and texts contribute to understanding? In the process, we will investigate specific problems in syntax, semantics, and pragmatics—and look at some theories devised to resolve these problems. This course provides a strong foundation for studies in linguistics, cognitive science, artificial intelligence, and the philosophy of language.

Prerequisite: Language Studies 114.
Distribution: Epistemology and Cognition
Semester: Spring   Unit: 1.0

LANG 312 Bilingualism: An Exploration of Language, Mind, and Culture

Ms. Levitt

Exploration of the relationship of language to mind and culture through the study of bilingualism. Focus on the bilingual individual for questions concerning language and mind: the detection of "foreign" accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a government's establishing official bilingualism.

Prerequisite: An appropriate Grade II course in language studies, psychology, anthropology, philosophy, or permission of the instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring   Unit: 1.0

LANG 322 Child Language Acquisition

Language acquisition in young children. Examination of children's developing linguistic abilities and evaluation of current theories of language learning. Topics include infant speech perception and production and the development of phonology, morphology, the lexicon, syntax, and semantics in the young child. Data from studies of children learning languages other than English will also be considered.

Prerequisite: Open to juniors and seniors who have taken Language Studies 114 or Psychology 216, or by permission of the instructor.
Distribution: Epistemology and Cognition
Semester: N/O   Unit: 1.0

LANG 350 Research or Individual Study

Prerequisite: Two Grade II units.
Distribution: None
Semester: Fall, Spring   Unit: 1.0

LANG 360 Senior Thesis Research

Prerequisite: By permission of Department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring   Unit: 1.0

LANG 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring   Unit: 1.0

The following courses are available for credit in Language Studies:

CS 235
Languages and Automata

EDUC 308
Seminar. Foreign Language Methodology

EXTD 330
Seminar. Comparative Literature Topic for 1997–98: Decoding the World: Symbolism in Myths, Tales and Novels

FREN 211[222]
Studies in Language I

FREN 308
Advanced Studies in Language I

JPN 252
Topics in Japanese Linguistics

PHIL 207
Philosophy of Language

PHIL 215
Philosophy of Mind

PHIL 216
Logic

PSYC 216
Psychology of Language

PSYC 316
Seminar. Psycholinguistics

PSYC 330
Topics in Cognitive Science

RUSS 301
Advanced Russian

SOC 216
Sociology of Mass Media and Communications

Latin American Studies

A STRUCTURED INDIVIDUAL MAJOR

Directors: *Roses, Wasserspring*

The Latin American Studies major is a *structured individual major.* Students must submit a plan of study following the requirements listed below for approval by the two Directors listed above.

The Latin American Studies structured individual major requires a minimum of nine courses, with a concentration of four courses in one of the following departments: **Anthropology, Political Science, or Spanish.** Of these nine courses constituting a minimum for the major, at least two must be taken at the three hundred level. It is recommended that one of these two be a seminar.

The student must exhibit a degree of proficiency in the oral and written use of Spanish by successful completion of two (2) Spanish language courses *beyond the College's foreign language requirement* (above the intermediate level). In exceptional cases of bilingualism/biculturalism, an oral and written proficiency exam may be substituted. In the case where the student's area of interest is better served by proficiency in another language (Portuguese, Quechua, Maya) that language may be substituted in consultation with the student's Directors. Qualified juniors are encouraged to spend a semester or a year in Latin America with an approved program, see p. 72.

Majors devise their own programs in consultation with the Directors of Latin American Studies. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Latin American Studies. The asterisk also signifies that a research paper in the course will include a focus on Latin America.

Qualified juniors may apply to the newly established Five-Year Cooperative M.A. Program at Georgetown University. This program enables the student to apply upper-level Latin American Studies courses taken at Wellesley toward the Master's Degree at Georgetown. A summer of study at the Colegio de México in Mexico City or at the Universidad Católica in Santiago, Chile, and a year of academic work at Georgetown are required to earn the Master's Degree in Latin American Studies at Georgetown. Interested students should contact the Directors of Latin American Studies or the Center for Work and Service.

ILAS 201 (Wintersession) Seminar on Women and Development in Mexico

This seminar, held in Oaxaca, Mexico, focuses on the impact of the processes of social, economic, and political change on Mexican women. Seminar discussions, led by Wellesley faculty, will be enriched by both lectures by Mexican women academics and policy makers and by site visits to clinics, cooperatives, and other grassroot organizations. Readings draw on the literatures of gender and ethnicity, social structure, and socialization. The seminar will be conducted in English, with lectures in English or Spanish (translation provided). Students will be immersed in Mexican culture though homestay with Mexican families. *Enrollment is limited to 20 students.*

Prerequisite: Open by permission of instructors only. Background in development and/or gender studies recommended. Knowledge of Spanish helpful, but not required.
Distribution: Social and Behavioral Analysis/B^2
Semester: Wintersession Unit: 0.5

ILAS 350* Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ILAS 360* Senior Thesis Research

Prerequisite: By permission of the department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ILAS 370* Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

AFR 204
Third World Urbanization

AFR/MUS 210
Folk and Ritual Music of the Caribbean

AFR 229
Color, Race, & Class in Latin American Development

AFR 234
Introduction to West Indian Literature

AFR 240
New World Afro-Atlantic Religions

AFR 335
Women Writers of the English-Speaking Caribbean

ANTH 210*
Racism and Ethnic Conflict

ANTH 236
The Ritual Process: Magic, Witchcraft, and Religion

ANTH 245
Popular Cultures in Latin America

ANTH 249
Traditional Societies of Post Conquest South America

ANTH 346*
Colonialism, Development and Nationalism: The Nation State and Traditional Societies

ARTH 238
Forging Identities in Mexico: From the Maya to the Modern Era

ARTH 239
Colloquium on Latin American Art and Culture. Topic for 1997–98: Imaging Mexico and the Border in the 20th Century

ARTH 338
Seminar. Topics in Latin American Art

BISC 308
Tropical Ecology with Wintersession Laboratory

ECON 220*
Development Economics

ECON 320*
Seminar. Economic Development

HIST 206
Introduction to the History of Latin America

PEAC 259
Peace and Conflict Resolution. Topic: Women and Human Rights Law

POL2 204*
Political Economy of Development and Underdevelopment

POL2 207
Politics of Latin America

POL2 305*
Seminar. Military in Politics

POL2 307*
Seminar. Women and Development

POL3 323*
The Politics of Economic Interdependence

POL1 337
Seminar. The Politics of Minority Groups in the United States

POL4 342*
Marxist Political Theory

POL3 348*
Seminar. Problems in North-South Relations

PSYC 347*
Seminar. Ethnicity and Social Identity

REL 218*
Religion in America

REL 221*
Catholic Studies

REL 226*
Liberation Theology

REL 229*
Christianity and the Third World

REL 316*
Seminar. The Virgin Mary

REL 323*
Seminar. Models of God in Feminist Theology

SOC 210
Race and Ethnicity

SOC 211
Latin America: Global and Multicultural Perspectives

SOC 316
Seminar. International Immigration and Transnationalism

SPAN 241
Oral and Written Communication

SPAN 242
Linguistic and Literary Skill

SPAN 243
Spanish for Spanish-Speakers

SPAN 251
Freedom and Repression in Spanish American Literature

SPAN 253
The Spanish American Short Story

SPAN 255
Chicano Literature: From the Chronicles to the Present

SPAN 257
The Word and the Song: Contemporary Latin American Poetry

SPAN 261
Mexico: Literature, Art, Rebellion

SPAN 263
Latin American Literature: Fantasy and Revolution

SPAN 267
The Writer and Human Rights in Latin America

SPAN 269
Caribbean Literature and Culture

SPAN 271
Intersecting Currents: Afro-Hispanic and Indigenous Writers in Twentieth-Century Latin American Literature

SPAN 273
Latin American Civilization

SPAN 275
The Making of Modern Latin American Culture

SPAN 287
Women in the Americas: Empowering Diversity

SPAN 305
Seminar. Hispanic Literature of the United States

SPAN 311
Seminar. The Literary World of Gabriel Garcia Marquez and the Post-Boom

SPAN 315*
Seminar. Luis Buñuel and the Search for Freedom and Morality

SPAN 317
Seminar. The New World in Its Literature: Conquest and Counter-Conquest

SPAN 327
Seminar. Latin American Women Writers: Identity, Marginality and the Literary Canon

SPAN/PRESHCO
History of Spain: The Colonization of (Spanish) America

WOST 305*
Seminar. Representations of Women of Color in the United States

ALSO: Courses taken in approved programs in Mexico, Costa Rica, Ecuador, Argentina, Chile, and other Latin American sites by permission of the Directors.

Mathematics

Professor: *Hirschhorn, Magid, Shuchat*[A2], *Shultz, Sontag*[A], *Wang, Wilcox*[A2]

Associate Professor: *Morton (Chair)*

Assistant Professor: *Bu, Kerr, Sun, Trenk*

Instructor: *Frechette*

All courses in the Math Department (with the exception of 103, 350, 360 and 370) fulfill the Group C distribution requirement.

Most courses meet for two periods weekly with a third period approximately every other week.

MATH 100 Introduction to Mathematical Thought

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. This course does not count toward the major.

Prerequisite: Not open to students who have taken 115 or the equivalent.
Distribution: None
Semester: N/O Unit: 1.0

MATH 101 Reasoning with Data: Elementary Applied Statistics

Mr. Shuchat, Mr. Shultz, Mr. Magid

An introduction to the fundamental ideas and methods of statistics for analyzing data. Topics include: descriptive statistics, basic probability, inference and hypothesis testing. Emphasis on understanding the use and misuse of statistics in a variety of fields, including medicine and both the physical and social sciences. This course is intended to be accessible to those students who have not yet had calculus.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 102 Applications of Mathematics without Calculus

The Staff

This course explores several areas of mathematics which have application in the physical and social sciences, yet which require only high-school mathematics as a prerequisite. The areas covered will be chosen from: systems of linear equations, linear programming, probability, game theory and stochastic processes. Students will solve interesting problems on topics ranging from medical testing to economics. Many unexpected results demonstrate the value of careful mathematical reasoning. May not be counted toward the major.

Prerequisite: None
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 103 Precalculus

Mr. Wilcox

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry, and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills.

Prerequisite: Open by permission of the department.
Distribution: None
Semester: Fall Unit: 1.0

MATH 105 Introduction to Calculus

Mr. Bu

A one-semester course in calculus, covering basic concepts of limits, differentiation and integration of algebraic, exponential and logarithmic functions with applications in the social, behavioral and life sciences. Intended for students majoring in the humanities or social sciences whose needs may be met by one semester of calculus. Students will have access to computers and to problem solving in the math lab using "Joy of Mathematica."

Prerequisite: Three years of high-school mathematics. Not open to students with AP credit in mathematics or students who have taken Math 115 and/or 116 or 116Z or the equivalent. Students may not receive credit for both 105 and 115. Potential economics majors should take 115, 116, 116Z or 120. Pre-med students should consult their pre-med advisor when deciding which calculus courses to take.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 115 Calculus I

The Staff

Introduction to differential and integral calculus for functions of one variable. The course covers differentiation and integration of algebraic, trigonometric, logarithmic and exponential functions. This course will emphasize the relationship of calculus to real-world problems.

Prerequisite: Open by permission of the department, based on the results of the departmental placement exam.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 116 Calculus II

The Staff

Theoretical basis of limits and continuity, Mean Value Theorem, further integration techniques. L'Hôpital's rule, improper integrals. Applications to volumes. Sequences and infinite series, power series, Taylor series.

Prerequisite: 115 or the equivalent.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 116Z Calculus II Via Applications

The Staff

Topics are similar to those in 116, except that differential equations are discussed at greater length, and discussion of infinite series focuses on Taylor series. This course will stress the relationship of calculus to real-world problems. To facilitate this, and to enhance conceptual understanding, topics will be presented graphically and numerically as well as algebraically.

Prerequisite: 115 or the equivalent.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 120 Calculus IIA

The Staff

A variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. Includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums. Improper integrals, L'Hôpital's rule, applications of integration. *Not open to students who have completed 115, 116, 116Z or the equivalent.*

Prerequisite: Open by permission of the department to students who have completed a year of high-school calculus. (Students who have studied Taylor series should elect 205.)
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 200 Introduction to Mathematical Reasoning

Ms. Trenk

An introduction to reasoning in higher mathematics via topics accessible to beginning students. Working with proofs and mathematical notation; the spirit of mathematical thinking. Specific topics covered will include mathematical induction; topics in number theory such as congruences, Fibonacci numbers and continued fractions; topics in set theory such as cardinality and infinite sets; properties of the real numbers. This course is meant to be a transition to abstract mathematical thinking, in preparation for other courses at the 200 and 300 level. *Intended for first-year students enrolled in Math 116, 116Z, or 120 in the fall, and students enrolled in 205. Can be taken concurrently with Math 205 or 206.*

Prerequisite: Permission of the instructor. Not open to juniors and seniors.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 205 Intermediate Calculus

The Staff

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Green's Theorem. Multiple integrals.

Prerequisite: 116, 116Z, 120, or the equivalent.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 206 Linear Algebra

Mr. Bu, Mr. Magid

Vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, foreign values. Applications to differential equations and Markov processes. Emphasis on proving theorems.

Prerequisite: 205
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

MATH 206Z Linear Algebra via Applications

Topics are similar to those in 206, but applications are used to motivate the fundamental ideas of linear algebra. Students learn to prove theorems, but there is less emphasis on this than in 206. Applications are chosen from such areas as economics, demography, statistics, ecology, and physics. 206z may be counted towards the mathematics major instead of 206, but does not satisfy the prerequisite for 302 or 305.

Prerequisite: 205
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

MATH 208/310 Functions of a Complex Variable

Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities. Additional topics such as conformal mapping and Riemann surfaces as time permits. Assignments will be tailored to the level (200 or 300) for which the student is registered. *Offered in alternate years.*

Prerequisite: 205 is a prerequisite for 208, 302 is a pre- or co-requisite for 310.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1998–99. Unit: 1.0

MATH 210 Differential Equations

The Staff

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods.

Prerequisite: 205
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 212 Topics in Geometry

Ms. Kerr

Topic for 1997–98: Non-Euclidean Geometry. Topic for 1998–99: Differential Geometry. A course on the different non-Euclidean geometries that were discovered in the failed attempt to prove Euclid's 5th postulate on transversals using simpler axioms. Topics will include a careful discussion of Lobachevsky's hyperbolic geometry, as well as some spherical geometry. The nature of proofs and axiom systems, as seen from historical, philosophical and mathematical perspectives, will be an important part of the course.

Prerequisite: 205 or permission of instructor.
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 220 Probability and Elementary Statistics

Mr. Sun

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.

Prerequisite: 116, 116Z, 120, or the equivalent. Open to first-year students by permission of the instructor.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 225 Combinatorics and Graph Theory

Ms. Trenk

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other possible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, Polya's theorem.

Prerequisite: 116, 116Z, 120, or the equivalent.
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 249 Selected Topics

Prerequisite: None
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

MATH 250 Topics in Applied Mathematics

Mr. Magid

Topic for 1997–98: Statistical Quality Control. Basic tools for statistical quality control, the techniques by which manufacturers ensure the production of quality products. A review of the basic statistical tools, including estimation and hypothesis testing, an introduction to control charts, control charts for attributes, process capability analysis and acceptance sampling.

Prerequisite: 220 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 302 Elements of Analysis I

Ms. Wang

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation and integration; interchange of limit operations as time permits.

Prerequisite: 205, and either 206 (not 206Z) or 225 or 212 (Non-Euclidean Geometry).
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 303 Elements of Analysis II

Mr. Bu

A continuation of Math 302. Topics chosen from: theory of Riemann integration, measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Offered in alternate years.*

Prerequisite: 302
Distribution: Mathematical Modeling
Semester: Fall. N/O in 1998–99. Unit: 1.0

MATH 305 Modern Abstract Algebra I

Mr. Wilcox

Introduction to groups, rings and fields. Equivalence relations, subgroups, normal subgroups, ideals, homomorphisms and isomorphisms.

Prerequisite: 206 (not 206Z) or 225 or 212 (Non-Euclidean Geometry).
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 306 Modern Abstract Algebra II

Mr. Morton

Topics chosen from field theory and Galois theory. Using groups to study automorphisms of fields generated by the roots of a polynomial, with applications to solvability.

Prerequisite: 305
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 307 Topology

Introduction to point-set, algebraic, and differential topology. Topics selected from topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. *Alternate-year course.*

Prerequisite: 302
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1998–99. Unit: 1.0

MATH 309 Foundations of Mathematics

Mr. Morton

An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. *Alternate-year course.*

Prerequisite: 302 or 305.
Distribution: Mathematical Modeling
Semester: Fall. N/O in 1998–99. Unit: 1.0

MATH 310/208 Functions of a Complex Variable

Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities. Additional topics such as conformal mapping and Riemann surfaces as time permits. Assignments will be tailored to the level (200 or 300) for which the student is registered. *Offered in alternate years.*

Prerequisite: 205 is a prerequisite for 208, 302 is a pre- or co-requisite for 310.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1998–99. Unit: 1.0

MATH 349 Selected Topics

Mr. Shultz

Topic for 1997–98: Introduction to Chaotic Dynamical Systems. Study of time evolution of systems for discrete time intervals. Applies some techniques of analysis from 302, but is mostly self-contained. Topics include: dynamical systems on the line and circle, one-parameter families of quadratic maps, period doubling, chaos, structural stability, and a brief introduction to complex dynamics (Julia sets, the Mandelbrot set).

Prerequisite: 302
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MATH 360 Senior Thesis Research

Prerequisite: By permission of department. See Directions for Election and pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MATH 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Placement in Courses and Exemption Examinations

The Mathematics Department reviews elections of calculus students and places them in 103, 105, 115, 116, 116Z, 120, or 205 according to their previous courses and examination results. No special examination is necessary for placement in an advanced course. Also see the descriptions for these courses.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit and are eligible for 116 or 116Z. Those entering with scores of 4 or 5 on the BC Examination receive two units and are eligible for 205.

Directions for Election

Students majoring in mathematics must complete 115 and 116 or 116Z (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206 (or 206Z), 302, 305, and one other 300-level course. Potential majors who have completed 116, 116Z or 120 in their first semester at Wellesley are encouraged to consider taking 200 the following spring, to get a taste of what mathematics is like beyond calculus.

Students expecting to major in mathematics should complete the prerequisites for 302 and 305 before the junior year. The prerequisite for 302 is 205 and either 206 (not 206Z) or 225 or 212 (when the topic is Non-Euclidean Geometry); for 305 the prerequisite is either 206 (not 206Z) or 225 or 212 (when the topic is Non-Euclidean Geometry).

Majors are also required to participate in the Mathematics Student Seminar in their junior and senior years. The Mathematics Student Seminar is a weekly seminar in which majors and interested students have the opportunity to make a short presentation on a topic of interest. Each student is required to present two talks, preferably one in each of her junior and senior years.

Students expecting to do graduate work in mathematics should elect 302, 305, and at least four other Grade III courses, possibly including a graduate course at MIT. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (5 units) consists of: (A) 205, 206 or 206Z and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200- or 300-level. Option II (5 units) consists of: (A) 205, 206 or 206Z and (B) three additional 200- or 300-level units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Students interested in teaching mathematics at the secondary-school level should consult the Chair of the Department of Mathematics and the Chair of the Department of Education. Students interested in taking the actuarial science examinations should consult the Chair of the Department of Mathematics.

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

The department offers the following options for earning honors in the major field: (1) completion of 302, 305, and four other Grade III courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.

Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Jacoff (Italian), Mikalachki (English)*

The major in Medieval/Renaissance Studies enables students to explore the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation, as reflected in art, history, literature, music, and religion. It has a strong interdisciplinary emphasis; we encourage students to make connections between the approaches and subject matters in the difference fields that make up the major. At the same time, the requirements for the major encourage special competence in at least one field.

For a Medieval/Renaissance Studies major, students must take at least eight courses from the list that follows. Of these, at least four must be above the 100-level in a single department, and two must be at the 300-level. Each year at least one seminar is offered which is especially designed to accommodate the needs and interests of majors. The Majors Seminars for 1997–98 are ARTH 330 (1) Renaissance Art in Venice and Northern Italy; and ARTH 325 (1)/ENG 325 (1) Fallen Bodies: Visions of Human Imperfection in Early Modern Europe. (For details, see the department entries for Art and English.)

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses) carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

There are numerous opportunities for study abroad for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

All courses in the Medieval/Renaissance Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

ME/R 246 Monsters, Villains, and Wives

Ms. Lynch

The cast of characters in this course will include famous monsters, villains, and wives from early English, French, and Anglo-Norman literature, ranging from the giant Grendel in *Beowulf* to the arch-villain Ganelon in *The Song of Roland*, from Guinevere to the wife of the enigmatic Green Man in *Sir Gawain and the Green Knight.* Texts will include *Beowulf,* the *Song of Roland,* Chrétien de Troyes' *Erec and Enide,* selected lais by Marie de France, and *Sir Gawain and the Green Knight.* In addition to tracing the monstrous, villainous, and wifely through these poems, we will also consider their contribution to an evolving literary tradition that moved generically from epic to romance and geographically back and forth between England and France. All texts will be read in modern English, in facing page translations from the original languages when available. *Students who have taken English 211 may not enroll in this class.*

Prerequisite: Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ME/R 247 Arthurian Legends

A survey of legends connected with King Arthur from the sixth century through the fifteenth, with some attention to the new interpretations in the nineteenth and twentieth centuries.

Prerequisite: Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.
Distribution: Language and Literature
Semester: N/O. Offered in 1998–99. Unit: 1.0

ME/R 248 Love in the Middle Ages

In the twelfth century, love, both secular and sacred, became an obsessive subject for poets and writers. This course is an introduction to representative medieval discourses of desire. Exploration of the variety of ideas on love seen in texts including troubadour poetry written by both men and women, romances such as Beroul's *Tristan,* St. Bernard's sermons on the Song of Songs, the letters of Eloise and Abelard, lyrics of Rumi and Abraham Ibn Ezra, and Dante's *Vita Nuova.* Attention to the social and cultural contexts of these works and, especially, to the dialectical relation between sacred and profane conceptions of love within and among them.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O. Offered in 1998–99. Unit: 1.0

ME/R 249 Imagining the Afterlife

Ms. Jacoff

An exploration of medieval visions and versions of the afterlife in the classical, Christian, and Jewish traditions. Material from popular visions, literary texts, and the visual arts. Focus on the implications of ideas about life after death for understanding medieval attitudes toward the body, morality, and life itself.

Prerequisite: None. Preference given to Medieval/Renaissance majors.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ME/R 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ME/R 360 Senior Thesis Research

Prerequisite: By permission of the program in Medieval/Renaissance Studies. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ME/R 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Courses that count toward the major:

ARTH 100
Introduction to the History of Art: Ancient and Medieval Art

ARTH 101
Introduction to the History of Art: Renaissance to the Present

ARTH 100/WRIT 125
Introduction to the History of Art: Ancient and Medieval Art/Writing 125

ARTH 101/WRIT 125
Introduction to the History of Art: Renaissance to the Present/Writing 125

ARTH 202
Medieval Representational Arts

ARTH 203
Cathedrals and Castles of the High Middle Ages

ARTH 222
Art, Science, and Nature in the Early Modern Era

ARTH 229
Renaissance and Baroque Architecture

ARTH 243
Roman Art

ARTH 247
Islamic Architecture and Related Arts, 1250–1700

ARTH 250
The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

ARTH 251
Italian Renaissance Art, 1400–1520

ARTH 304
Seminar. Italian Renaissance Sculpture.

ARTH 311
Northern European Painting and Printmaking

ARTH 325/ENG 325
Seminar. Topic for 1997–98: Fallen Bodies: Visions of the Human Imperfection in Early Modern Europe

ARTH 330
Seminar. Renaissance Art in Venice

ARTH 331
Seminar. The Art of Northern Europe

ARTH 332
Seminar. Medieval Art

ENG 112
Introduction to Shakespeare

ENG 211
Medieval Literature

ENG 213
Chaucer

ENG 216
English Survey

ENG 222
Renaissance Literature

ENG 223
Shakespeare Part I: The Elizabethan Period

ENG 224
Shakespeare Part II: The Jacobean Period

ENG 227
Milton

ENG 315
Advanced Studies in Medieval Literature. Topic for 1997–98: Beyond Canterbury: Chaucer's Dream Visions and Romances

ENG 324
Advanced Studies in Shakespeare

ENG 325/ARTH 325
Seminar. Advanced Studies in Sixteenth- and Seventeenth-Century Literature. Topic for 1997–98: Fallen Bodies: Visions of Human Imperfection in Early Modern Europe

FREN 209
French Literature and Culture through the Centuries I: From the Renaissance to the Seventeenth Century

FREN 301
Forms, Reforms and Revolutions: The Middle Ages and Renaissance

GER 249
Heroic Legends, Courtly Love, and Reformation Satire

HIST 100
Introduction to Western Civilization

HIST 217
The Making of European Jewry, 1085–1815

HIST 219
The Jews of Spain and Lands of Islam

HIST 225
The Age of Charlemagne

HIST 229/329
Alexander the Great: Psychopath or Philosopher King

HIST 230
Greek History from the Bronze Age to the Death of Philip II of Macedon

HIST 231
History of Rome

HIST 232
The Making of the Middle Ages, 500–1200

HIST 233
Renaissance Italy

HIST 234
The Later Middle Ages, 1200–1500

HIST 235
Utopia: Culture and Community in Medieval and Renaissance Europe

HIST 238
Invasion and Integration: British History, 400 to 1300

HIST 239
From Empire to Empire: British History, 1200 to 1600

HIST 246
Medieval and Imperial Russia

HIST 330
Seminar. Medieval Europe. Topic for 1997–98: Hermits, Pilgrims, and Scholars: Britain and Ireland

HIST 331
Seminar. Renaissance and Reconnaisance

HIST 333
Seminar. Renaissance Florence

HIST 348
Seminar. History of Medicine

ITAL 263
Dante (in English)

ITAL 265
Literature of the Italian Renaissance (in English)

MUS 200
History of Western Music I

PHIL 319
Medieval Philosophy

POL4 240
Classical and Medieval Political Theory

REL 160
Introduction to Islamic Civilization

REL 215
Christian Classics

REL 216
Christian Thought, 100–1600

REL 225
Women in Christianity

REL 262
The Formation of the Islamic Religious Tradition

REL 316
Seminar. The Virgin Mary

REL 362
Seminar. Religion and the State in Islam

SPAN 252
Christians, Jews, and Moors: The Spirit of Spain in its Literature

SPAN 300
Honor, Monarchy and Religion in the Golden Age Drama

SPAN 302
Cervantes

SPAN 318
Seminar. Love and Desire in Spain's Early Literature

Music

Professor: *Zallman*[A2], *Brody (Chair)*

Associate Professor: *Fisk, Fleurant*

Assistant Professor: *Fontijn*[A], *Panetta*[A], *Sawyer, Wu*

Instructor: *Yun, Freitas*

Chamber Music Society: *Cirillo (Director), Plaster (Assistant Director), Stumpf*

Collegium Musicum: *Fontijn*[A], *Freitas*

Wellesley College Choirs: *Wyner*

Wellesley College Orchestra: *Wu*

Instructor in Performing Music:

Piano: Alderman, Barringer, Fisk, Shapiro, Yun (jazz piano and keyboard improvisation), Urban (keyboard skills)

Voice: Dry, Hewitt-Didham, Sanford

Jazz Voice: Thorson

Violin: Cirillo

Jazz Violin: TBA

Baroque Violin: Stepner

Viola: Gazouleas

Violoncello: Wu

Double Bass: Henry

Flute: Krueger, Preble

Jazz Flute: Marvuglio

Oboe: Gore

Clarinet: Matasy

Bassoon: Plaster

French Horn: Gainsforth

Percussion: Jorgensen

Trumpet: Hall

Trombone: Couture

Tuba: Carriker

Organ: Christie

Harp: Rupert

Guitar and Lute: Collver-Jacobson

Saxophone: Matasy

Jazz Saxophone: Miller

Harpsichord and Continuo: Cleverdon

Viola da Gamba: Jeppesen

Recorder: Stillman

Performance Workshop: Shapiro

Courses in the Music Department (with the exception of 99, 299, 308, 350, 360 and 370) fulfill the Group A distribution requirement.

MUS 99 Performing Music

The Staff

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344.

Prerequisite: A basic skills test is mandatory for all students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111.
Distribution: None
Semester: Fall, Spring Credit: None

MUS 100 Music in Context

Mr. Fisk

A listener's introduction to western music, within its cultural and historical contexts. The course will survey prominent forms and styles, beginning with the liturgical and vernacular repertories of the Middle Ages and extending to music composed within the past year. A fundamental goal of Music 100 is that students learn to listen to music critically: to perceive and interpret formal design, stylistic character, and expressive content in works of many genres. No previous musical training or background is assumed. Two lectures and one conference meeting. May not be counted toward the major.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit 1.0

MUS 105 Introduction to World Music

Mr. Fleurant

A survey of non-western music cultures and nontraditional fields, providing a foundation in the methodology and materials of modern ethnomusicology.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit 1.0

MUS 111 Tuning the Ear, Mind and Body

Ms. Yun

Preparation in the primary elements of music, emphasizing rhythm and pitch perception, reading skill, keyboard familiarity, and correct music notation. Study in basic materials of music theory will include scale and chord construction, transposition, and procedures for harmonizing simple melodies. May not be counted toward the major. Three class meetings.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit 1.0

MUS 122 Pitch Structure in Tonal Music

Ms. Zallman, Mr. Sawyer

A thorough grounding in species counterpoint and tonal cadence structures. Also includes a rigorous review of musical materials and terminology, accompanied by regular ear training practice with scales, intervals, chords, and melodic and rhythmic dictation. Normally followed by 244. Three class meetings.

Prerequisite: Open to all students who have completed or exempted Music 111.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 199 Performing Music Intermediate

The Staff

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. One credit is given for a year of study, which must begin in the first semester. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or Modern period. *No credit will be given unless both semesters are completed satisfactorily.*

Prerequisite: A basic skills test is mandatory for all students wishing to audition for 199. Open by audition to students who are taking, have taken, or have exempted Music 122. Completion of an additional music course is required before credit is given for a second year of 199. Music 122 must normally be completed during the first semester of 199.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 200 History of Western Music I

Mr. Freitas

The first part of a comprehensive survey of Western music history, 200 (1) covers the Medieval, Renaissance, and Baroque (to 1750). This survey is completed by 201 (2) in the second semester. The course identifies the elements and evolution of musical forms and styles, and includes discussions of gender, the intersection between popular and art music, the influence of patronage and politics on artistic creation, and the formation of the canon. It emphasizes the development of analytical skills and the ability to devise and support interpretive hypotheses in written essays.

Prerequisite: 244
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 201 History of Western Music II

Mr. Fisk

A completion of the survey of Western music history begun in 200, 201 examines the Classical and Romantic periods, concluding with the music of this century. The course identifies the elements and evolution of musical forms and styles, and includes discussions of gender, the intersection between popular and art music, the influence of patronage and politics on artistic creation, and the formation of the canon. It emphasizes the development of analytical skills and the ability to devise and support interpretive hypotheses in written essays.

Prerequisite: 244
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 209/AFR 224 A History of Jazz

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: N/O. Offered in 1998–99. Unit: 1.0

MUS 210/AFR 210 Folk and Ritual Music of the Caribbean

Students may register for either AFR 210 or MUS 210. Credit will be given in the department in which the student is registered.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

MUS 213 Twentieth-Century Techniques

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

MUS 225/325/AFR 232/332 Topics in Ethnomusicology: Africa & The Caribbean

Mr. Fleurant

The course will focus on the traditional, folk and popular musics of Africa and the Caribbean. Emphasis will be put on issues of Africanisms and marginal retentions in the musics of Brazil, Cuba and Haiti, the three major countries in the Americas known for their Africanisms. The musics of Candomble, Santeria, and Vodun, and as well as the samba, rumba and meringue, the national musics of the three New World countries under consideration will be discussed in terms of their respective influence on the modern musics of Africa. Finally, the musical "round trip" between Africa and the Caribbean whereby the genre such as the rumba spawned new forms like the juju of Nigeria, the soukous of Zaire and the highlife of Ghana will be also discussed in the course. *Students may register for this course as MUS 225/325 or AFR 232/332. Credit will be given in the department in which the student is registered.*

Prerequisite: MUS 100, 111,122 or by permission of the instructor. In addition, for MUS 325 or AFR 332, MUS 200 is required.
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

MUS 235/335 Music in Historical/Critical Context

Offered in 1997–98 at the 300 level.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 244 Harmony

Mr. Brody

A continuation of 122. Written exercises in four-part and keyboard-style harmony, accompanied by a keyboard lab with practice in figured bass and playing basic harmonic progressions. Range of study will include harmonic functionality, techniques of expansion, and melodic ornamentation, with practice in fundamental techniques of analysis. Three class meetings and one 60-minute laboratory.

Prerequisite: 122
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 249 Musical Scholarship, Musical Thought, and Performance

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

MUS 275 Computer Music: Synthesis Techniques and Compositional Practice

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
5Semester: N/O. Offered in 1998–99. Unit: 1.0

MUS 299 Performing Music Advanced

The Staff

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. One credit is given for a year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music and Performance Workshop: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Students who have taken or exempted Music 122 and have completed at least one year of Music 199 are eligible for promotion to 299. One 200 or 300 level music course must be completed for each unit of credit granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student eligible for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students are recommended for promotion by their instructor and must have received a grade not lower than a B+ on their final 199 jury examination. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Prerequisite: 199
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 300 Major Seminar: Studies in History, Theory, Analysis, Special Topics

Offered in both semesters with two topics each semester.

Mr. Gilbert, Music Librarian

Topic A: Berlioz in Context

Hector Berlioz does not easily fit into the mainstream of music history. He seems to come from nowhere, his music is not easily classifiable or analyzed, and he had no apparent successors. We will explore the music of Berlioz in this course, focusing on representative pieces in various genres such as Les Troyens, Nes Nuits de'été, Roméo et Juliette, and the Damnation of Faust. Along the way we will learn where Berlioz came from, what kind of music he wrote, and why it sounds the way it does. We will have an opportunity to look at French Revolutionary and early Romantic opera, the problem of the symphony after Beethoven, and the changing role of the composer in society. Berlioz will provide a focus and a context for these broad and important movements in the 19th century music. Students will give short presentations and produce a research project.

Prerequisite: 200; 244 or 302.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 0.5

Mr. Fisk

Topic B: Debussy's Aesthetics and His Music

Debussy is traditionally regarded as a 'Musical Impressionist,' and in many ways his work does seem a translation into music of Impressionist painting. But the very idea of such a translation is foreign to the fundamentally (though idiosyncratically) realist aesthetics of the Impressionist painters themselves. Through an investigation of Debussy's own advocacy of post-Impressionist painters and Symbolist poets, this course will explore the aesthetic attitudes that do in fact underlay Debussy's music, and the ways his music itself embodies them. Among the works to be discussed will be: "Aries oubliées" and "Fêtes galantes," his orchestral paraphrase of Mallarmés poem "L'après-midi d'un faune," his intimate operatic setting of Maeterlinck's play "Pelléas et Mélisande," his poetically orchestral 'tone-paintings' inspired by such diverse artists as Watteau, Turner and Hokusai, and his evocations of the musical past (along with evocations of all the aforementioned kinds) in his piano suites and preludes.

Prerequisite: 200; 244 or 302.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 0.5

Mr. Fleurant

Topic C: The Folk and Ritual Music of Haiti

The course will focus on the folk songs and drum rhythms of Haitian Vodun, the artistic source of the popular and contemporary "root" music of the country. Students will encounter the rich culture of the Haitian people through the study of their traditional music and dance. Emphasis will be put on African retentions, particularly Fon and Yoruba of Dahomey, Kongo of central Africa, and the Angola/Luango region of West Africa in the folk, popular, contemporary "root," and ritual music and dance of Haiti. In addition, students will learn to dance, play and sing the songs of yanvalou, mayi, zepol, and kongo, and develop the ability to recognize other folk, popular and ritual forms, such as twa rigol, nago, kongo-petwo, ibo, djouba-matinik, banda-mazoun, contredans, kalabiyen, banmboulin, compas direct, cadence rampas, bolero and meringue.

Prerequisite: 200; 244 or 302.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 0.5

Mr. Freitas

Topic D: The Italian Chamber Cantata

In this course, we will examine the history and style of the seventeenth-and early eighteenth-century Italian chamber cantata. Beginning with the late works of Monteverdi, we will trace the development of the genre inthe compositions of its central composers, including L. Rossi, Carissimi, Cesti, Stradella, Scarlatti, and Handel. We will focus specifically on such issues as text-music relationships (on many levels), approaches to musical analysis, possible social contexts, questions of performance practice, and reciprocal influences between cantata and opera. The student will acquire a better knowledge of both the cantata—an important genre in the Baroque period—and seventeenth-century musical style in general.

Prerequisite: 200; 244 or 302.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 0.5

MUS 308 Choral and Orchestral Conducting

Mr. Wu

Techniques of score preparation, score reading, rehearsal methods, and baton techniques. The development of aural and interpretive conceptual skills through class lectures and rehearsals, demonstrations of instruments, individual tutorials, and projects designed according to the student's development and interest.

Prerequisite: 200, 315 (which may be taken concurrently), or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 313 Twentieth Century Analysis and Composition

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

MUS 314 Tonal Composition

Mr. Sawyer

A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313.

Prerequisite: 302 or 244
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 315 Advanced Harmony

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

MUS 333 Topics in the Literature of Music

Ms. Zallman

Topic: TBA

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 335 /ARTH 335 Music in Historical/Critical Context

Ms. Berman (Art History), Mr. Brody (Music)

Topic for 1997–98: Cold War Modern. This course examines the artistic avant-gardes in the U.S. in the decade following World War II. Co-taught by a composer and an art historian, it considers the intersection of Abstract Expressionism and progressive music with national politics, and with notions of freedom, individuality, and gender and class relations from 1945 to 1960. The seminar will work closely with the Davis Museum collection and will travel to New York to visit the Village Vanguard and the Jackson Pollock exhibition at the Museum of Modern Art. *Students may register for either MUS 335 or ARTH 335. Credit will be given in the department in which the student is registered.*

Prerequisite: ARTH 225, MUSIC 209 or 213, or by permission of the instructors. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 344 Performing Music—A Special Program

Ms. Shapiro

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. Note that the only credit course in performance that can count *toward the music major* is Music 344.

Prerequisite: One to four units may be counted toward the degree, provided at least two units in the literature of music other than Music 200–201, a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 350 Research or Individual Study

Directed study in analysis, composition, orchestration, or the history of music.

Prerequisite: Open to qualified juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit 1.0

MUS 360 Senior Thesis Research

Prerequisite: By permission of department. See Directions for Election and Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MUS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses:

For Credit

AFR 209

The Art of Playwriting

AFR 210

Folk and Ritual Music of the Caribbean

GER 253

Music and Literature: The German Tradition

Directions for Election of Major and Minor

The music major is a 10 unit program. The normal sequence of courses for the major is: 122, 244 (theory and harmony); 200–201; one of the following: 313, 314 (composition), 315 (advanced harmony); a total of two semesters of 300 (a Major Seminar offered in four modular units per year with changing topics in the areas of history, theory, analysis, plus one special topic module). Also required are three additional elected units of 200 or 300 level work.

A minor in music, a 5 unit program, consists of: 122, 244; 200–201 or one of these plus another history or literature course, and one additional 300 level course.

The Major Seminar is open both to minors and other students with appropriate prerequisites.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for many kinds of work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship—through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills, including keyboard harmony, sight reading and score reading, is provided to all students enrolled in any music course (including Music 100 with the instructor's permission and if space is available) and to Music 99 students with the written recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

The department offers a choice of three programs for Honors, all entitled 360/370. Under Program I (two units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 315 and distinguished work in 313 and/or 314. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Participation in the Performance Workshops is mandatory for students who are concentrating in this area. Prerequisite for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

Performing Music

Instrument Collection

The Music Department owns 38 pianos (which include 27 Steinway grands, 2 Mason and Hamlin grands, and 5 Steinway uprights), a Fisk practice organ, a harp, a marimba, and a wide assortment of modern orchestral instruments.

In addition, an unusually fine collection of early instruments, largely reproductions, is available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and 2 Clementi pianos; a lute, 8 violas da gamba, a baroque violin, and an 18th century Venetian viola; a sackbut, krummhorns, shawms, recorders, a renaissance flute, 2 baroque flutes, and a baroque oboe.

Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ. The chapel also houses a large, three-manual Aeolian-Skinner pipe organ, and Galen Stone Tower contains a 30-bell carillon.

Performance Workshop

The performance workshop is directed by a member of the performing music faculty, and gives students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments. Required for 344 students and for 370 students in Program III, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

Private Instruction

The Music Department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, and jazz instruction in piano, violin, saxophone, flute, and percussion.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Except for Music 344, auditions and the Basic Skills Placement Test are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance and are taking the normal length of lesson. All other Music 199 and 299 students are charged $616, the rate for one half-hour lesson per week throughout the year; the Music Department pays for their additional time. Students who contract for performing music instruction under Music 99 are charged $616 for one half-hour lesson per week throughout the year, and may register for 45-minute or hour lessons for an additional fee. A fee of $35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for fortepiano, harpsichord and organ is $45. Performing music fees are payable early in the fall semester and *are not refundable.* Lessons in performing music begin in the first week of each semester.

For purposes of placement, a basic skills placement examination is given before classes start in the fall semester. *All students registered for 111, 122, or private instruction (Music 99–199) are required to take the examination.*

Arrangements for lessons are made at the Music Department office during the first week of the semester. Students may begin private study in Music 99 (but not Music 199 or 299) at the start of the second semester, if space permits.

Academic Credit and Corequisites for Music 199 and 299

Credit for performing music is granted only for study with our own performance faculty, not with an outside instructor; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either Music 199 or 299; i.e., both semesters must be satisfactorily completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department. Music 122 *must* be taken along with the *first semester* of lessons for credit. An additional music course must be elected for each unit of credit after the first year.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

Group Instruction

Group instruction in classical guitar, percussion, viol consort, renaissance winds, and recorder is available for a fee of $100 per semester.

Performing Organizations

The following organizations are a vital extension of the academic program of the Wellesley Music Department.

The Wellesley College Choir

The Wellesley College Choir consists of approximately 60 singers devoted to the performance of choral music from the Baroque period through the twentieth century. Endowed funds provide for joint concerts with men's choral groups and orchestra. The choir gives concerts on and off campus and tours nationally and internationally during the academic year. Auditions are held during orientation week.

The Wellesley College Glee Club

The Glee Club, founded in the fall of 1989, consists of about 70 members whose repertoire includes a wide range of choral literature. In addition to local concerts on and off campus, the Glee Club provides music at various chapel services and collaborates with the College Choir at the annual Vespers service. Auditions are held each semester during orientation week.

The Wellesley College Chamber Singers

The Chamber Singers, founded in the fall of 1988, is a vocal chamber ensemble of 12 to 16 women from the College Choir's finest singers. The group specializes in music for women's voices and women's voices with instruments and gives concerts in conjunction with other college music organizations during the academic year. Their highly acclaimed performances of new music have resulted in invitations to perform at several area music festivals.

The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a fee of $100 per semester. Members of such groups are encouraged to take private instruction as well. See under Performing Music: Instrument Collection.

The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, and a number of diverse, informal programs involving chamber ensembles of many different kinds.

The Wellesley College Orchestra

The Wellesley College Orchestra is a small symphony orchestra with a membership of approximately 40–50 musicians from Wellesley, MIT, and other surrounding college communities. Selection for membership is based on auditions in the Fall and Spring semesters. The group is directed by a faculty conductor but is run by students with a student assistant conductor, also chosen by audition. Repertoire includes works from several periods for symphonic orchestra, with possibilities for solo performance.

Jazz Workshop

Faculty directed sessions are scheduled throughout the year, giving students an opportunity to gain experience in ensemble playing with each other and with professional guest players.

Prism Jazz

Prism Jazz is a faculty-directed jazz ensemble of 9–13 students which plays a wide repertoire of jazz and latin jazz music. The ensemble performs in many campus locations throughout the year and gives joint concerts with other area colleges. Previous jazz experience is not required; rehearsals are Thursdays and alternate Mondays from 7 to 9 p.m.

Yanvalou

Yanvalou, a faculty directed ensemble that performs the traditional music of Africa and the Caribbean, provides students an opportunity to practice on authentic instruments, and to experience the culture of Africa through its music. In collaboration with the Harambee dancers, Yanvalou performs several concerts throughout the academic year.

The MIT Symphony Orchestra

Through the Wellesley-MIT Cross Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Peace and Justice Studies

A STRUCTURED INDIVIDUAL MAJOR AND MINOR

Directors: *Kazanjian, Merry*

The Peace and Justice Studies program provides students with the opportunity to integrate in a program of study the many areas of intellectual inquiry relating to the historical and contemporary search for a peaceful and just society and world. In addition to the courses offered below, Peace and Justice Studies annually offers lectures, workshops, symposia and internships open to all students.

A major (8 units) or minor (5 units) in Peace and Justice studies should be designed in consultation with the program directors according to the provisions on p. 60. It should include:

1. Two (2) required courses:

PEAC 104
Introduction to the Study of Conflict, Peace and Justice

PEAC 259
Peace and Conflict Resolution

2. Six (6) courses (for major) or three (3) courses (for minor) through which students are expected to develop proficiency in both areas:

a) the social, political, historical and cultural factors that lead to conflict, violence and injustice.

b) the various strategies and techniques of peacemaking and justice-seeking at the level of nation states, social groups and communities within nation states, and interpersonal and individual relationships.

Students are expected to develop expertise in a particular international, national, regional or local conflict situation.

3. Students majoring or minoring in Peace and Justice Studies are usually expected to include an experiential education component in their course of study. This should be done in consultation with the program directors and may include: wintersession, summer or year-long internships, course-related experiential education programs or community service projects

All courses in the Peace and Justice Studies Department (with the exception of 350, 360, 370) fulfill the Group B^2 distribution requirement.

PEAC 104 Introduction to the Study of Conflict, Justice and Peace

Mr. Kazanjian, Ms. Merry

An interdisciplinary introduction to the study of conflict, justice and peace. The course engages students in developing an analytical and theoretical framework for examining the dynamics of conflict, violence and injustice and the strategies that have been employed to attain peace and justice including: balance of power; cooperation, diplomacy and conflict resolution; law, human rights, social movements, social justice (economic, environmental and race/class/gender), interpersonal communication and spirituality. The program directors will serve as ongoing instructors for the course leading weekly discussion groups as faculty members from various departments provide lectures on the above topics.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PEAC 259 Peace and Conflict Resolution

Ms. Dawit

Topic for 1997–98: Women and Human Rights Law. This is a course on how women's lives are impacted by the law and how we, in turn, are beginning to impact upon law creation and implementation. Students will learn enough about international human rights law to have a basic understanding of how it works, how it relates to domestic legal systems, who uses it and the reasons for which it is used. We will focus on the major areas of women's rights activism and advocacy around the world, with emphasis on women's differing demands from the rights system, their differing levels of access to it, and the international human rights system's ability to respond accordingly. We will also consider how the human rights system has historically addressed the rights of women and how it can best respond to women in the future. Of primary importance to this course is the ways in which women have organized themselves to demand accountability from the rights system.

Prerequisite: 1 unit in anthropology, peace and justice studies, political science, sociology, or women's studies.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PEAC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors
Distribution: None
Semester: Fall, Spring Unit: 1.0

PEAC 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PEAC 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

The courses listed below are representative of courses throughout the curriculum which emphasize topics related to the study of peace and justice. Students may petition the program directors to include other courses in their major or minor which are not listed below.

AFR 205
The Politics of Race Domination in South Africa

AFR 208
Women in the Civil Rights Movement

AFR 213
Economy and Society in Africa

AFR 219
Economic Issues in the African American Community

AFR 229
Color, Race and Class in Latin American Development

AFR 306
The Underclass: Comparative Case Studies

AFR 318
Seminar: Women and the African Quest for Modernization and Liberation

ANTH 210
Racism, Ethnic Conflict in the United States and the Third World

ANTH 212
The Anthropology of Law and Justice

ANTH 234
Urban Poverty

ANTH 244
Societies and Cultures of the Middle East

ANTH 319
Nationalism, Politics and the Use of the Remote Past

ANTH 346
Colonialism, Development and Nationalism

ECON 220
Development Economics

ECON 243
Gender and Race in U.S. Economic History

ECON 249
Marxist and Post-Marxist Economics

ECON 315
History of Economic Thought

ECON 343
Feminist Economics

EDUC 216
Education, Society And Social Policy

ENG 114
Race, Class, and Gender in Literature

ENG 364
Race and Ethnicity in American Literature

EXP 151
Asian American Experience

HIST 103
History in Global Perspective: Cultures in Contact and Conflict

HIST 240
The World at War: 1937–1945

HIST 249
Warfare and Society in the West from 1600 to the Nuclear Age

HIST 263
South Africa in Historical Perspective

HIST 265
History of Modern Africa

HIST 276
China in Revolution

HIST 284
The Middle East in Modern History

HIST 295
Strategy and Diplomacy of the Great Powers since 1789

HIST 338
Seminar: European Resistance Movements in World War II

PHIL 206
Normative Ethics

PHIL 213
Social and Political Philosophy

POL2 207
Politics in Latin America

POL2 211
Politics of South Asia

POL2 301
Seminar: Transitions to Democracy

POL2 305
Seminar: Military in Politics

POL2 306
Seminar: Revolutions in the Modern World

POL2 307
Seminar: Women in Development

POL2 308
Environmental Politics in Industrialized Societies

POL3 221
World Politics

POL3 224
International Security

POL3 323
The Politics of Economic Interdependence

POL3 327
International Organization

POL3 328
After the Cold War

POL3 329
International Law

POL3 330
Seminar: Negotiation and Planning

POL3 331
Seminar: Women, War and Peace

POL3 332
Seminar: People, Agriculture and the Environment

POL4 347
Seminar: Utopian Political Thought

POL3 348
Seminar: Problems in North South Relations

PSYC 347
Seminar: Ethnicity and Social Identity

REL 226
Liberation Theology

REL 230
Ethics

REL 257
Contemplation and Action

REL 351
Seminar: Religion and Identity in Modern India

SOC 201
Contemporary Social Theory

SOC 204
Third World Urbanization

SOC 209
Social Inequality: Class, Race and Gender

SOC 217
Power: Personal, Social, and Institutional Dimensions

SOC 224
Social Movements Democracy and the State

SOC 324
Seminar: Social Change

SOC 338
Seminar: Topics in Deviance, Law and Social Control

SPAN 251
Freedom and Repression in Latin American Literature

SPAN 267
The Writer and Human Rights in Latin America

SPAN 287
Women in the Americas: Empowering Diversity

WOST 208
The Social Construction of Gender

WOST 222
Women in Contemporary Society

WOST 254
Women as Subjects of International Law

WOST 302
Seminar: Women, War and Peace

WOST 303
African Women and Activism

WOST 330
Seminar: Twentieth-Century Feminist Movements in the First and Third World

Philosophy

Professor: *Chaplin, Congleton, Menkiti, Piper*[A1], *Putnam*[A1], *Stadler*[A2], *Winkler*

Associate Professor: *McIntyre (Chair)*

Visiting Associate Professor: *Yourgrau*

Assistant Professor: *Galloway*

All courses in the Philosophy Department (with the exception of 350, 360, 370) fulfill the Group B[1] distribution requirement.

PHIL 103 Self and World: Introduction to Metaphysics and Epistemology

Mr. Galloway (Fall), Ms. McIntyre (Spring)

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, skepticism and certainty, the relation between mind and body, the compatibility of free will and causal determination, the nature of personal identity, and the notion of objectivity in science and ethics. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the students' own critical perspective on the problems discussed.

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Fall, Spring Unit: 1.0

PHIL 106 Introduction to Moral Philosophy

Mrs. Stadler (Fall), Mrs. Chaplin (Fall) and (Spring), Ms. Piper (Spring)

A study of central issues in moral philosophy from ancient Greece to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall, Spring Unit: 1.0

PHIL 201 Ancient Greek Philosophy

Mrs. Chaplin

A study of ancient Greek philosophy primarily through study of the dialogues of Plato and the treatises of Aristotle. Emphasis will be on questions of human knowledge, ethics, and politics.

Prerequisite: Not open to students who have taken 101 or 101/125.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 202 African Philosophy

Mr. Menkiti

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.

Prerequisite: Open to seniors, juniors, and sophomores. Not open to first year students.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 203 Philosophy of Art

Mrs. Stadler

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.

Prerequisite: Open to first year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 204 Philosophy and Literature

Mr. Menkiti

This course examines the question what sort of object is the literary text and what are the ontological issues raised by acts of literary interpretation. It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals, will also be explored. We end the course by looking at poetry—how it *means* despite an inbuilt element of opacity of reference and how it succeeds not only in shaping, but also healing the world.

Prerequisite: Open to seniors, juniors, and sophomores. Not open to first year students.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 206 Normative Ethics

Mrs. Putnam

Can philosophers help us to think about moral issues, such as what to do about poverty and hunger, or racism and sexism? How should one live, and why? We shall look at the attempts of some contemporary philosophers to provide answers, or at least guides to finding answers, to these or similar questions. We shall compare and contrast several approaches, for example, putting major weight on consequences, or on conforming to a moral rule, or on being the sort of thing a virtuous person would do, etc.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 207 Philosophy of Language

What is the relation between thought and language? Or between language and the world? What is linguistic meaning, and how does it differ from other kinds of meaning? Why does language matter to philosophy? These are some of the issues we shall discuss, drawing upon the work of Frege, Russell, Quine, Grice, Davidson and Chomsky.

Prerequisite: Open to first year students who have taken one unit in philosophy, and to sophomores, juniors and seniors without prerequisite.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 208 Practicing Philosophy

This course allows students considering a major in philosophy to develop their skills in the practice of philosophy through discussing presentations of works in progress by members of the Philosophy Department and through writing, reading, discussing and re-writing drafts of their own. One member of the Department will serve as on-going instructor of the course, and other members of the Department will visit for discussion with the class of the visitor's work in progress or of other reading proposed by the visitor. Maximum enrollment 15.

Prerequisite: At least one previous course in philosophy. Not open to students who have taken a course at the 300-level.
Distribution: None
Semester: N/O Unit: 1.0

PHIL 211 Philosophy of Religion

Mr. Winkler

A philosophical examination of the nature and significance of religious belief and religious life. Topics include the nature of faith; the role of reason in religion; the ethical import of religious belief; toleration and religious diversity.

Prerequisite: None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 213 Social and Political Philosophy

Mr. Galloway

A philosophical investigation of some central questions of political philosophy. Topics include the origins of legitimate political authority, the duties owed by citizens to governments, and by governments to citizens; the right to rebellion; individual rights and the limits of legitimate political authority; the relationship between equal citizenship and individual freedom; and distributive justice.

Prerequisite: Open to first year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PHIL 215 Philosophy of Mind

Ms. McIntyre

An introduction to some of the central philosophical questions about the mind. We will consider the following sorts of questions: (1) Are human beings made of two sorts of elements—minds and bodies—or is the mind nothing more than the brain? (2) What is thought; is it in principle possible to build a computer that thinks? (3) Is the only truly objective and scientific psychology the study of the brain? (4) What is the relation between thought and emotion?

Prerequisite: One course in philosophy, psychology, or cognitive science or permission of the instructor.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

PHIL 216 Logic

Mr. Winkler (Fall), Mr. Galloway (Spring)

An introduction to formal logic. Students will learn a variety of formal methods—methods sensitive only to the form of the arguments, as opposed to their content—to determine whether the conclusions of the arguments follow from their premises. Discussion of the philosophical problems that arise in logic, and of the application of formal logic to problems in philosophy and other disciplines. Some consideration of issues in the philosophy of language.

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Fall, Spring Unit: 1.0

PHIL 217 Philosophy of Science

Mr. Galloway

An introduction to contemporary philosophy of science, concentrating on three issues: (a) What is the relation between theory and evidence in science? (b) What makes a scientific theory good? Is predictive success sufficient, or is literal truth also required? (c) Is science uniquely rational, or do non-scientific methods of belief formation have an equal claim to rationality?

Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

PHIL 221 Modern Philosophy

Ms. Congleton

A study of central themes in 17th- and 18th-century philosophy, concentrating on Descartes, Hume, and Kant. More limited readings in such figures as Spinoza, Locke, Anne Conway, Leibniz, and Berkeley. Among the topics: the relationship between mind and body; the limits of reason; determinism and freedom; the bearing of science on religion.

Prerequisite: Open to first year students in second semester and to sophomores, juniors and seniors.
Distribution: Epistemology and Cognition or Historical Studies
Semester: Fall Unit: 1.0

PHIL 222 American Philosophy

The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism, America's unique contribution to world philosophy. In addition to some of the standard texts, we shall study some writings by women and African-American philosophers. This course is intended for American Studies majors as well as for philosophy majors and anyone else interested.

Prerequisite: 221 or American Studies 101 or by permission of the instructor.
Distribution: Epistemology and Cognition or Historical Studies
Semester: N/O Unit: 1.0

PHIL 223 Phenomenology and Existentialism

A study of recent, mostly European continental, approaches to such issues as the nature of consciousness, of personal identity and freedom, and the salient features of human life as embedded in a culture. One central theme of the course will be self-identity, the place of faith in a secular age, and confidence in our understanding of the work we inhabit. Questions about the temptation to self-deception and whether it is possible to resist or control it. We also take up questions about individualism vs. group identity vs. culture identity; and about whether it is within our power to transport ourselves into a geographically and temporally distant foreign culture.

Prerequisite: 221 or other previous study of Kant accepted as equivalent by the instructor.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 227 Philosophy and Feminism

Ms. Congleton

This course will begin with a consideration of the philosophical foundations of the so-called "first wave" of feminism, the "liberal social contract" feminism that came to prominence in England and the U.S. in the 19th century in the context of the Abolitionist movement. Next will be consideration of how there arose out of this form of feminism women's problem of combining career and family, what is now sometimes called the "double day" problem still handicapping women today. Consideration will then be given to the critiques of liberal feminism developed in the "second wave" feminism, its narrowness of race, class, sexuality, and ethnicity. The final topic will be a consideration of how these two problems are related and of the philosophical and social implications of the relationship as reflected in the transition from the "second wave" of feminism to the now emerging "third wave."

Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 233 Environmental Philosophy

Mr. Winkler

A study of conceptions of the natural world and our place in it, from the Pre-Socratics and the Book of Genesis to the deep ecologists and ecofeminists of the present day. Readings in the history of philosophy (Aristotle, Descartes, Spinoza, Newton, Rousseau, and Hume, among others), in Emerson and Thoreau, and in contemporary nature writers and natural scientists. Discussion of ethical issues and of third-world critics of western environmentalism.

Prerequisite: None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 240 Metaphysics of Death

Mr. Yourgrau

This course examines various philosophical problems related to the metaphysics of death. Topics covered include: 1) existence, non-existence and time, 2) past vs. future persons, 3) possible vs. actual persons, 4) past vs. future harms, 5) abortion and future generations, 6) death vs. prenatal nonexistence.

Prerequisite: None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 249 Medical Ethics

Mr. Menkiti

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia.

Prerequisite: Open to first year students who have taken one unit in philosophy and to sophomores, juniors, and seniors.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 302 Kant's Solution to Skepticism and Solipsism

In the *Critique of Pure Reason,* Kant agrees with Hume's claim that immediate sense-experience give us no grounds for inferring the existence of a world external to the self. Kant thinks we can never know what things are like in themselves; we can only know how they appear to us. He thinks we can't even know what *we ourselves* are really like: we can only know what we appear to be. And he claims that we construct all of these appearances ourselves; that if we didn't, we wouldn't exist at all. This would seem to mean that we can't have objective knowledge of the external world, other people, or ourselves. It would seem that we're permanently trapped in subjective illusions and biases of our own making. On the other hand, Kant also thinks we do have objective knowledge of all of these things. He thinks he can show that there are external objects and other people out there, independently of our perceptions and beliefs about them. He claims that the very fact that we exist as subjects shows that external objects also exist, and that to know them is the same as to know ourselves. How can Kant reconcile these seemingly contradictory sets of claims? Kant's *Critique of Pure Reason* is the great synthesis of Rationalism and Empiricism, and the progenitor of both Continental Idealism and Anglo-American Positivism. It has influenced fields as disparate as psychology, physics, history, geography, political science, and law. So his story had better be good.

Prerequisite: 221
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 303 Kant's Metaethics

Ms. Piper

Kant thinks that human beings have moral responsibilities to themselves and to one another because they are free, and autonomous; and that these responsibilities are universally and cross-culturally valid! Why does he think this? How can he possibly justify such controversial claims? Kant's ethical views have influenced juriprudential and political conceptions of human rights, justice and legal liability, and have found their way into commonly held convictions about freedom and personal self-determination. So his arguments had better be good. This course traces the metaethical foundations of Kant's moral views from his conception of freedom, reason and the self in the *Critique of Pure Reason,* through the *Groundwork of the Metaphysic of Morals,* the *Critiques of Practical Reason,* and the *Religion Within the Limits of Reason Alone,* to the normative moral theory he develops in the late *Metaphysics of Morals.*

Prerequisite: 221
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 311 Plato

Intensive study of the works of Plato. (Offered in alternate years.)

Prerequisite: 101, 220 or by permission of the instructor.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 312 Aristotle

Mr. Yourgrau

An intensive study of selected texts of Aristotle, focusing on the DE ANIMA, Aristotle's treatise on the human mind/soul.

Prerequisite: 101, 201, 220 or permission of the instructor.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

PHIL 314 Seminar in Theory of Knowledge

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 319 Medieval Philosophy

Prerequisite: 101 or 201 or 220, or by permission of the instructor, equivalent study of Plato and Aristotle.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 326 Philosophy of Law

Mr. Menkiti

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the religion of law to morality, the function of the rules of legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller.

Prerequisite: Open to juniors and seniors, or by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 340 Seminar. Contemporary Ethical Theory

Mrs. Chaplin

Topic for 1997–98: Privacy. Privacy has assumed an increasingly central role in contemporary social and political thought, but there is still no clear agreement on what it is, or if indeed it exists independently at all. To be considered are such questions as to whether or not there is a right to privacy, its derivation and value, and its relationship to other values such as freedom and autonomy.

Prerequisite: Open to juniors and seniors.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PHIL 345 Seminar. Advanced Topics in Philosophy of Psychology and Social Science

Ms. McIntyre

Topic for 1997–98: Rationality and Action. The distinction between practical and theoretical reasoning; the roles of logic, probability, prudence, and emotion in setting norms of rationality; varieties of agency (causing vs. allowing a result, intended vs. merely foreseen consequences) and their significance in practical deliberation.

Prerequisite: 103, 106, 206, 207, 215, 216, 217, 221, or permission of the instructor.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

PHIL 349 Seminar. Selected Topics in Philosophy

Mr. Winkler

Topic for 1997–98: Hume. Study and discussion of Hume's writings on metaphysics, epistemology, religion, ethics, and politics, with some consideration of his popular essays and his work in history. Consideration of Hume's influence, particularly on twentieth-century debates concerning the nature of meaning, the limits of justification, the possibility of a science of human nature, the sources of moral judgment, and the scope of altruism.

Prerequisite: 221 or permission of the instructor.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHIL 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHIL 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

Attention Called

EXTD 202

Multi-disciplinary Approaches to Abortion

EXTD 203

Ethical and Social Issues in Genetics

EXTD 300

Ethical Issues in Reproduction

For Credit

EDUC 102/WRIT 125 04

Education in Philosophical Perspective

Directions for Election

The philosophy department divides its courses and seminars into three subfields: (A) the history of philosophy: 201, 202, 205, 219, 221, 222, 223, 311, 312, 319, 349 (when the topic is appropriate); (B) Value Theory: 106, 202, 203, 204, 205, 206, 211, 213, 214, 227, 230, 249, 303, 326, 340, 349 (when the topic is appropriate); (C) Metaphysics and Theory of Knowledge: 103, 202, 204, 205, 207, 215, 216, 217, 256, 314, 345, 349 (when the topic is appropriate). Note: as of 1993–94, 200 has been replaced by 221, 219 has been withdrawn; 103 has been added in subfield C and 319 is subfield A.

The major in philosophy consists of at least nine units. Philosophy 201 (or 220) (or, with permission of the chair, 101) and 221 are required of all majors. In order to assure that all majors are familiar with the breadth of the field, each major must take two courses each in subfields B and C. Majors are strongly encouraged to take a third course in subfield A. Students planning graduate work in philosophy should take 216 and acquire a reading knowledge of Latin, Greek, French or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major take at least one 300-level course or seminar in two of the subfields.

The Minor in philosophy consists of *FIVE* units. No more than one of these courses may be on the 100 level; 201 (or 220) or 221 is required of all minors; at least one of the five units must be on the 300 level.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project combining a long paper with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

The department participates in two exchange programs. First, there is the normal MIT-Wellesley Exchange. MIT has an excellent philosophy department and students are encouraged to consult the MIT catalog for offerings. Second, there is the Brandeis-Wellesley Exchange. Brandeis also has an excellent department and students are encouraged to consult the Brandeis catalog for offerings. Starting in 1991–92, Brandeis and Wellesley have been exchanging faculty on a regular basis to enhance the curricular offerings at each institution.

Physical Education, Recreation and Athletics

Professor: *O'Neal (Chair/Athletic Director), Batchelder, Vaughan*

Associate Professor: *Bauman*

Assistant Professor: *Black, Dix, Hagerstrom, Kiefer, Landau, Nelson, Peck, Weaver, Webb*[A2]

Instructor: *Babington, Bachelder, Battle, Colby, Griswold, Hershkowitz, Johnson, Kaliouby, Klein, Lexow, Liung, Magennis, Normandeau, O'Connor, Pentecouteau, Smith, Teevens, Wenn, Wilson*

PE 121 (Fall and Spring) Physical Education Activities and Athletics Teams

Physical Education Requirement

To complete the College degree requirement in physical education, a student must earn 8 credit points. Students are strongly urged to earn the 8 credit points by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation.

Directions for Election

The requirement can be completed through:

1. completion of sufficient number of physical education instructional classes to earn 8 credits; or

2. sufficient length of participation in Wellesley's 11 varsity athletic teams to earn 8 credits; or

3. a combination of sufficient completion of instructional classes and participation on varsity athletic teams to earn 8 credits, including credits earned at other colleges.

Students can receive *partial* credit towards the 8 credit points through:

1. Independent pursuit either on or off campus (max. 4 points). Students must satisfactorily complete this pre-approved independent study as specified in the *Physical Education and Athletics Curriculum Handbook.*

2. Sufficient length of participation in Wellesley's physical activity clubs (max. 2 points). Students must satisfactorily complete this pre-approved participation as specified in the *Physical Education and Athletics Curriculum Handbook.*

Transfer students will be given partial credit toward the physical education requirement dependent upon year and semester of admission. Usually, students admitted in the sophomore year will be expected to complete 4 credit points at Wellesley. Students admitted in the junior year will be considered as having completed the degree requirement.

A student's choice of activity is subject to the approval of the Physical Education and Athletics Department and the College Health Services. If a student has a temporary or permanent medical restriction, she, the Physical Education and Athletics Department and the College Health Services will arrange an activity program to serve her individual needs. No student is exempt from the physical education requirement.

Students may take a specific physical education activity only twice for credit. Students may continue to enroll in physical education instructional classes after the PE 121 requirement is completed provided space is available in the class.

A. Physical Education Instructional Classes

The instructional program in physical education is divided into four terms, two each semester. Most physical education activity classes are scheduled for a term (6 weeks) and give 2 credit points toward completing the requirement. Some physical education activity classes, however, are offered for a semester (12 weeks) and count 4 credit points toward completing the requirement. All classes are graded on a Credit-No Credit basis.

CR—*Credit* for course completed satisfactorily.

NC—*No Credit* for course not completed satisfactorily. Inadequate familiarity with the content of the course or excessive absence may result in an NC grade.

INC—*Incomplete* is assigned to a student who has completed the course with the exception of a test or assignment which was missed near the end of the course because of reasons not willfully negligent.

Activity classes usually scheduled for a semester (12 weeks):

First Semester:	Ballet, Jazz & Modern Dance, SCUBA, Self-defense, Yoga
Second Semester:	African Dance, Ballet, Golf, Jazz & Modern Dance, Dance Theatre Workshop, SCUBA, Self-defense, Tennis, Yoga

Activity classes usually scheduled for a term (6 weeks):

Activity	Term
aerobics—step	1, 2, 3, 4
aquarobics	2, 3
archery	1, 2, 4
badminton	2, 3
canoeing	1, 4
crew	1, 4
CPR/first aid	2, Wintersession, 3, 4
cross training	4
dance—African	Wintersession
dance—world	1, Wintersession
dance—broadway jazz	1, 3
fencing	1, 2, 3
fitness walking	2, 3
golf	1, 4
horseback riding	1, 2, 3, 4
lacrosse	2
racquetball	2, 3, 4
running	2, 4
sailing	1, 4
skiing—downhill	3
squash	1, 2, 3
strength training	1, 2, 3, 4
swimming	1, 2, 3
tai chi chuan	1, 2, 3, 4
table tennis	1, 2, 3, 4
tennis	1, 2, 3, 4
volleyball	1, 4
wellness	1, 2, 3, 4
yoga	Wintersession

B. Athletics Teams

The intercollegiate program offers 11 sports through which a student may earn credit points towards the completion of the degree requirement. The athletics program is divided into three seasons: Fall (F), Winter (W), Spring (S) with several sports offered each season. The maximum number of credit points that can be earned during a season are: Fall (4), Winter (7) and Spring (6).

Athletic Team	Season
Basketball	Winter
Crew (varsity and novice)	Fall, Spring
Cross-country Running	Fall
Fencing	Winter
Field Hockey	Fall
Lacrosse	Spring
Soccer	Fall
Squash	Winter
Swimming	Winter
Tennis	Fall, Spring
Volleyball	Fall

Enrollment and eligibility for earning credit points toward completion of requirement by participating on one of these teams is limited to those students who are selected to the team by the Head Coach. Notices of organizational meetings and tryouts for these 11 teams are distributed each year by the Head Coach.

PE 205 Sports Medicine

Ms. Bauman

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and without the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. *Academic credit only.*

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

Physics

Professor: *Brown*[A2], *Ducas*

Associate Professor: *Berg (Chair), Quivers, Stark*

Assistant Professor: *Hu, Singh*

Laboratory Instructor: Bauer[A], *Molteno, O'Neill, Wardell*[A]

Most courses meet three times weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

All courses in the Physics Department (with the exception of 350, 360, 370) fulfill the Group C distribution requirement.

PHYS 100 Musical Acoustics

Ms. Brown

Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.0

PHYS 101 Frontiers of Physics

Ms. Singh

An overview of the evolution of physics from classical to modern concepts. Emphasis will be placed on the revolutionary changes that have occurred in our view of the physical universe with the development of quantum mechanics and the theory of relativity. No laboratory. Not to be counted toward minimum major or to fulfill entrance requirement for medical school.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

PHYS 103 Physics of Whales and Porpoises

Mr. Ducas

An examination of the scientific and engineering principles embodied in the design of these aquatic animals. Emphasis on an interdisciplinary approach and developing modeling and problem-solving techniques. Topics include: diving and swimming (ideal gas law, fluids, forces); metabolism (energy, thermodynamics, scaling); and senses (waves, acoustics, optics). Field trip. No laboratory. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.0

PHYS 104 Basic Concepts in Physics I with Laboratory

Ms. Brown, Mr. Quivers

Mechanics, including statics, dynamics, and conservation laws. Introduction to waves. *May not be taken in addition to 107.*

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140. Corequisite: Mathematics 115 or 120.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.25

PHYS 106 Basic Concepts in Physics II with Laboratory

Ms. Hu, Ms. Singh

Light, geometrical and physical optics, electricity and magnetism. 106 does not normally satisfy the prerequisites for 202 or 203. *May not be taken in addition to 108.*

Prerequisite: 104 and Mathematics 115 or 120.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.25

PHYS 107 Introductory Physics I with Laboratory

Mr. Stark (Fall); Mr. Ducas (Spring)

Principles and applications of mechanics. Includes: Newton's laws, conservation laws, rotational motion, oscillatory motion, and gravitation. *May not be taken in addition to 104.*

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140 and Mathematics 115, 116, 116Z, or 120.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

PHYS 108 Introductory Physics II with Laboratory

Mr. Quivers (Fall); Mr. Berg (Spring)

Electricity and magnetism, introduction to Maxwell's equations, electromagnetic radiation, geometrical and physical optics. Basic laboratory electronics. *May not be taken in addition to 106.*

Prerequisite: 107, (or 104 and permission of the instructor) and Mathematics 116, 116Z or 120.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

PHYS 115/CS 115 (Wintersession) Robotic Design Studio

Mr. Berg and Mr. Turbak, (Computer Science)

In this intensive course, students will gain technological fluency as they design, construct and program their own robotic creations using tiny onboard computers, LEGO construction pieces, and a variety of motors and sensors. The approach is multidisciplinary, introducing students to important ideas from the fields of computer science, mechanics, electronics, and engineering in the context of a design projects that also offers ample opportunity for creative expression. Moreover, students may choose to explore biological ideas by building "behaviors" into their creatures, or artistic ideas by constructing "kinetic sculptures". The course will culminate in a robot exhibition presented to the College community. *Students may register for either PHYS 115 or CS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Wintersession Unit: 0.5

PHYS 202 Modern Physics with Laboratory

Mr. Ducas

Introduction to quantum mechanics and atomic and nuclear structure. Introduction to thermodynamics and statistical mechanics.

Prerequisite: 108, Mathematics 116, 116Z or 120.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.25

PHYS 203 Vibrations, Waves, and Special Relativity with Laboratory

Ms. Singh

Free vibrations, forced vibrations and resonance, wave motion, superposition of waves, Fourier analysis with applications. Applications from optics, acoustics and nuclear magnetic resonance spectroscopy. Special theory of relativity.

Prerequisite: 108, Mathematics 205 and corequisite Extradepartmental 216.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.25

PHYS 219 Modern Electronics Laboratory

Mr. Berg

Primarily a laboratory course emphasizing construction of both analog and digital electronic circuits. Intended for students in all of the natural sciences and computer science. Approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. Topics include diodes, transistor amplifiers, op amps, digital circuits based on both combinational and sequential logic, and construction of a microcomputer based on a 68000 microprocessor programmed in machine language. Two laboratories per week and no formal lecture appointments.

Prerequisite: 106 or 108 or permission of instructor.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.25

PHYS 222 Medical Physics

The medical and biological applications of physics. Such areas as mechanics, electricity and magnetism, optics and thermodynamics will be applied to biological systems and medical technology. Special emphasis will be placed on modern techniques such as imaging tomography (MRI, CAT scans, ultrasound, etc.) and lasers in medicine.

Prerequisite: 106, or 108, and Mathematics 115 or 120, or by permission of the instructor.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.0

PHYS 302 Quantum Mechanics

Ms. Singh

Postulates of quantum mechanics, solutions to the Schrödinger equation, operator theory, angular momentum and matrices.

Prerequisite: 202, 203 and Extradepartmental 216.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

PHYS 305 Thermodynamics and Statistical Mechanics

Mr. Quivers

The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase transformations, and kinetic theory.

Prerequisite: 202 and Extradepartmental 216.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.0

PHYS 306 Mechanics

Ms. Hu

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, rigid body mechanics, non-linear dynamics.

Prerequisite: 203 and Extradepartmental 216.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

PHYS 314 Electromagnetic Theory

Mr. Stark

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.

Prerequisite: 108, 306 and Extradepartmental 216.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.0

PHYS 349 Application of Quantum Mechanics

Quantum mechanical techniques such as perturbation theory and the numerical solutions to the Schrödinger equation will be developed. Applications to problems in atomic, molecular, and solid-state physics will be studied both theoretically and experimentally. One lecture and one laboratory per week.

Prerequisite: 302 or Chemistry 333.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O. Offered in 1998–99. Unit: 1.25

PHYS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHYS 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHYS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Course

For Credit

EXTD 216

Mathematics for the Physical Sciences

Directions for Election

A major in physics should ordinarily include: 107, 108, 202, 203, 302, 305, 306 and 314. Extradepartmental 216 is an additional requirement. 219 and 349 are strongly recommended. One unit of another laboratory science is recommended.

A minor in physics (6 units) should ordinarily include: 104 or 107, 108, 202, 203, 302 and one other unit at the 300 level. Extradepartmental 216 is also required. 350 cannot be counted as a 300 level unit.

All students who wish to consider a major in physics or a related field are urged to complete the introductory sequence (107 and 108) as soon as possible, preferably in the first year. A strong mathematics background is necessary for advanced courses. It is suggested that students complete Mathematics 115 and 116 or 120 in their first year and Mathematics 205 as soon as possible. Mathematics 116Z is particularly appropriate for students interested in majoring.

All students majoring in physics are urged to develop proficiency in the use of one or more computer languages.

Teacher Certification

Students interested in obtaining certification to teach physics in the Commonwealth of Massachusetts should consult the Chairs of the Education and Physics Departments.

Exemption Examinations

Examinations for exemption from Physics 107 and Physics 108 are offered. Sample examinations are available from the Department. The Department does not accept AP credit for exemption from Physics 107 and Physics 108.

For non-majors, AP credit in Physics does not fulfill the Group C distribution requirement for a laboratory science course.

Political Science

Professor: *Joseph (Chair), Just, Krieger*[A], *Miller, Murphy*[A2], *Paarlberg, Rich, Schechter*[A2], *Stettner*

Assistant Professor: *Burke, Cohen, Euben, Fastnow, Lahav, Moon*

Lecturer: *Wasserspring*[A1]

All courses in the Political Science Department (with the exception of 350, 360, 370) fulfill the Group B^2 distribution requirement.

Introductory Courses

POL 100 Introduction to Political Science

The Staff

Politics is a struggle for power—and questions about power are at the heart of political science: how is power gained? how is it lost? how is it organized? how is it used? how is it abused? This course introduces students to the concerns and methods of political scientists and to the major subfields of the discipline: American politics, comparative politics, international relations, and political theory. The course is centered on several important books in the field, some describing dramatic political events—such as revolutions—and some illustrating how political scientists analyze and evaluate the world of politics. *100 is strongly recommended for all further work in political science.*

Prerequisite: None. Not open to those who have taken Political Science 101 or 102.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL 199/ECON 199/SOC 199 Introduction to Social Data Analysis

Ms. Fastnow, Mr. Cuba (Sociology), Mr. Morrison (Economics), Mr. Case (Economics)

An introduction to the collection, analysis, interpretation and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of political science, economics, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructor? in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. Includes a third section each week. *Students may register for either POL 199, ECON 199 or SOC 199. Credit will be given in the department in which the student is registered.*

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

American Politics and Law

POL1 200 American Politics

Mr. Burke, Ms. Fastnow, Mr. Rich

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values, especially civil rights and civil liberties.

Prerequisite: One unit in political science, economics, or American studies, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL1 210 Political Participation and Influence

Ms. Just

How citizens express their interests, concerns, and preferences in politics. Why and how some groups achieve political influence. Why some issues are taken up and others ignored. The parts played by public opinion polls, interest groups, political parties, PACs, elections, the mass media, protests, riots and demonstrations in articulating citizen concerns to government. Special attention to problems of money in politics, low voter participation, and inequality of race, class, and gender. Course work includes reading, discussion, and direct political participation in an interest group or election campaign?

Prerequisite: One unit in political science.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 212 Urban Politics

Mr. Rich

Introduction to contemporary urban politics. Study of policy- making and

political leadership in the areas of public education, city bureaucracies, housing, welfare, fiscal management, and economic redevelopment. Consideration of population shifts, racial and ethnic conflicts, and the impact of federal policy on urban planning.

Prerequisite: One unit in political science or economics or American studies.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 215 Courts, Law, and Politics

Mr. Burke

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change.

Prerequisite: 200 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL1 311 The Supreme Court in American Politics

Mr. Schechter

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties.

Prerequisite: 215 or one other unit in American legal studies, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 313 American Presidential Politics

Mr. Rich

Analysis of the central role of the president in American politics and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on relations with the other branches of government and the making of domestic and foreign policy.

Prerequisite: 200 or 210 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 314 Congress and the Legislative Process

Ms. Fastnow

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking.

Prerequisite: 200 or 210 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 315 Public Policy and Analysis

Mr. Rich

The first part of the course will examine how domestic public policy is formulated, decided, implemented and evaluated, at both the federal and local level. Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, environment, and drug enforcement.

Prerequisite: 200 or 210 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 316 Mass Media in American Democracy

Ms. Just

Focus on the mass media in the American democratic process, including the effect of the news media on the information, opinions, and beliefs of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of news values, journalists' norms and behaviors, and the production of print and broadcast news. Evaluation of news sources, priorities, bias, and accessibility. Attention to coverage of national and international affairs, as well as issues of race and gender. Questions of press freedom and journalism ethics are explored.

Prerequisite: 200, 210 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 318S Seminar. Conservatism and Liberalism in Contemporary American Politics

Mr. Schechter

Examination of the writings of modern conservatives, neo-conservatives, liberals, and libertarians and discussion of major political conflicts. Analysis of such policy questions as the role of the Federal government in the economy, poverty and social welfare, personal liberty, property rights, capital punishment, preventive detention, affirmative action, busing, abortion, school prayer. Assessment of the impact of interest groups, the president and other political leaders, the media, and Supreme Court justices on constitutional rights and public policies.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 319S Seminar. Campaigns and Elections

Do elections matter? Exploration of issues in campaigns and elections: Who runs and why? The impact of party decline and the rise of campaign consultants, polls, advertising, and the press. Candidate strategies and what they tell us about the political process. How voters decide. The "meaning" of elections. Attention to the rules of the game (the primaries, debates, the Electoral College), recent campaign innovations (talk shows, town meetings, infomercials), third party candidacies (including Perot), and prospects for political reform. Coursework includes campaign participation.

Prerequisite: 200, 210 or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 320S Seminar. Inequality and the Law

Mr. Burke

Analysis of statutory and constitutional law regarding inequalities based on gender, race, class, sexual orientation and disability, and the effect of this law on society. Do anti-discrimination laws reduce social inequality? To what extent have the legal rights won by groups such as African-Americans, women and disabled people been translated into social practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as the 1964 Civil Rights Act and the Americans with Disabilities Act, and recent Supreme Court decisions. Examination of the role of law and litigation in public policies regarding affirmative action, school desegregation, employment discrimination, housing, and welfare.

Prerequisite: 215, 311, or another unit in American legal studies and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 324S Seminar. Religion and American Politics

Ms. Fastnow

Does religion matter in politics? Study of the changing role of religion in American political behavior and institutions. Overview of the historical relationship between the church and the American state. Analysis of religion's influence on: public opinion, voting behavior, political activism, interest group membership and strategy, congressional voting decisions, political leaders, and public policy.

Prerequisite: Political Science 200 required; 210, 311, and 319 recommended, or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 333S Seminar. Ethics and Politics

Ms. Just

An exploration of ethical issues in politics, public policy and the press. Critical questions include deception (is it permissible to lie?), "bedfellows" (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence or torture?) Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice as well as the proper role of journalists in holding public officials to an ethical standard.

Prerequisite: One Grade II unit in American politics. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 335S Seminar. The First Amendment

Analysis of the role of the Supreme Court in the protection of individual rights guaranteed by the First Amendment to the U.S. Constitution. The seminar will examine the right to criticize government, symbolic expression, pornography, privacy, prior restraints on the press. Struggles over the place of religion in public life, including school prayer, creationism, aid to religious schools, secular humanism, limits on religious freedom will also be studied.

Prerequisite: Political Science 215, 311, or another unit in American legal studies and permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 337S Seminar. The Politics of Minority Groups in the United States

An examination of office holding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious minority groups in the United States, including Black Americans, Mexican-Americans, Native Americans, Puerto Ricans, Jews, Arabs, Asians, Central and South Americans.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 339S Seminar. Rights, Torts, and Courts

Is the United States plagued by too many laws, lawyers and lawsuits? What are the advantages and disadvantages of resolving social issues through litigation? Analysis of the use of litigation and rights claims by feminists, civil rights groups, disability activists, and others. Examination of controversies surrounding personal injury litigation, particularly "toxic torts." Evaluation of alternatives to litigation. Comparison with dispute resolution in other nations.

Prerequisite: Political Science 215, 311, or another unit in American legal studies and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

Comparative Politics

POL2 204 Political Economy of Development and Underdevelopment

Ms. Moon

An analysis of political and economic issues in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism, nationalism, the Third World in the international system, state-building and political change, rural development, and gender perspectives on underdevelopment.

Prerequisite: One unit in political science; by permission to other qualified students and to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 205 Politics of Western Europe

Ms. Lahav

A comparative study of contemporary West European states and societies. Primary emphasis will be on Germany, Britain, France, and Italy, with some attention to other European countries and the European Union. Readings and discussion will focus on topics such as the institutional principles and political processes of each country, the rise and decline of the post-war settlement and class-based politics, and recent developments, including the politicization of race and the resurgence of xenophobic movements and the extreme right.

Prerequisite: One unit in political science or European history; open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 206 Politics of Russia and the Former Soviet Union

Ms. Cohen

This course is an introduction to the political development of the former Soviet Union from 1917 to the present. What kind of political system was communism and why did this grand social experiment go awry? Why has it been so hard to reform? Topics will include: Gorbachev's reforms and the reasons for their failure; the challenges of making the transition to capitalist democracies in the aftermath of the Soviet Union's collapse. Particular attention will be paid to the legacies of the communist regime in shaping prospects for political and economic reform.

Prerequisite: One unit in political science or Russian studies.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 207 Politics of Latin America

Ms. Wasserspring

The course will explore Latin American political systems focusing on the problems and limits of change in Latin America today. An examination of the broad historical, economic and cultural forces that have molded Latin American nations. Evaluation of the complex revolutionary experiences of Mexico and Cuba and the failure of revolution in Chile. Focus on the contemporary struggles for change in Central America. Contrasting examples drawn from Mexico, Cuba, Chile, Nicaragua and El Salvador.

Prerequisite: One unit in political science; by permission of the instructor to other qualified students.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 208 Politics of China

Mr. Joseph

An introduction to the modern political history and contemporary political system of China. Topics include the origins and victory of the Chinese Communist revolution; the rule and legacy of Chairman Mao Zedong; reform and repression in the era of Deng Xiaoping and the prospects for post-Deng China; government structure, policy-making, and political life in the People's Republic of China. Politics in Tibet, Hong Kong, and Taiwan will also be considered.

Prerequisite: One unit in political science or Asian Studies; open to juniors and seniors without prerequisite. Not open to students who have taken Political Science/Economics 239.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 209 African Politics

A comparison of the response of different Sub-Saharan African societies and states to the economic, environmental, and security crises of the 1980's. Consideration of the contrasting prescriptions offered by the Organization for African Unity, the United Nations, and the World Bank, along with the perspectives of different domestic interest groups.

Prerequisite: One unit in political science; by permission to other qualified students.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 217 The Politics of Immigration and Refugees

Ms. Lahav

A comparative study of the politics of international population movements. Issues to be discussed include: the uprooting of populations due to wars and other factors; refugee resettlement; labor migration; the role of international organizations such as the United Nations and the European Union in migration issues; and the political impact of immigration and immigrant policies in the United States and Western Europe.

Prerequisite: One unit in political science or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 226 Politics of the Middle East

Ms. Lahav

An examination of the international, regional, and national factors that influence political change, economic development, and inter-state conflict in the Middle East. Topics to be covered include: European colonialism and the creation of the modern Middle Eastern state system; the problem of post-colonial development in selected Middle Eastern countries; Zionism; pan-Arabism; the Arab-Israeli conflict and peace process; and the prospects for regional stability. *This course may count for subfield credit in either comparative politics or international relations.*

Prerequisite: One course in political science or permission of the instructor; open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 239/ECON 239 Political Economy of East Asian Development

Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning versus the market; the political issues to be considered include ideology, authoritarianism, democratization, and the role of the state. The course emphasizes the lessons for economic growth, social equality, and political change provided by the East Asian experience. *Students may register for either POL2 239 or ECON 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Political Science 239C).*

Prerequisite: Economics 101 or 102 or by permission of the instructors.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 301S Seminar. Transitions to Democracy

An examination of how democracies are created and sustained, with particular emphasis on the twentieth century. The seminar will use theories of democratization and state-building to help understand the challenges of building democracies in the modern world. Particular attention will be paid to comparing the experience of the post-communist states of Eastern Europe with recent democratization in Latin America, East Asia, Southern Europe, and Africa. Among the questions considered are: What are the implications of trying to build democracy in multi-ethnic societies? What is the relationship between efforts to establish a market economy and create a democratic political system? Does democracy require particular cultural values or a certain level of economic development? What lessons can be learned from the successes and failures in building and consolidating democracy in various countries?

Prerequisite: One grade II unit in comparative politics or international relations or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 303 The Political Economy of the Welfare State in Europe and America

A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political opposition. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and the implications of welfare policy for class, race, and gender in contemporary society. *This course may qualify as a comparative politics or an American politics unit, depending on the choice of a student's research paper topic.*

Prerequisite: One Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 304 State and Society in East Asia

Ms. Moon

An examination of the relationship between governments and social forces in Northeast and Southeast Asia. Countries to be considered include Japan, Korea, Taiwan, Singapore, the Philippines, Malaysia, Thailand, and Indonesia. The course takes a thematic approach to analyzing the political development and changing international role of these countries in the second half of the twentieth century. Among the issues to be considered are: authoritarianism, military rule, democratization, labor movements, gender politics, nationalism, and relations with the West.

Prerequisite: One Grade II unit in comparative politics or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 305S Seminar. The Military in Politics

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society and the prevalence of military regimes in Third World nations. Case studies of the United States, Brazil, Peru, Nigeria, Ghana, Egypt.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 306S Seminar. Revolutions in the Modern World

Mr. Joseph

Topic for 1997–98: Revolution and War in Vietnam. An examination of the origins, development, and consequences of the Vietnamese revolution. Topics to be considered include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in shaping nationalism and communism in Vietnam; the motives, stages, and strategies of American intervention in Vietnam; leadership, organization, and tactics of the Vietnamese revolutionary movement; the expansion of the conflict to Cambodia and Laos; the anti-war movement in the United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975. *This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.*

Prerequisite: One Grade II unit in comparative politics and/or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 307S Seminar. Women and Development

Ms. Wasserspring

A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of "development" upon peasant women, female urban migration experiences and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Emphasis as well will be on comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views. Examples will be drawn from all regions of the Third World.

Prerequisite: Open to juniors or seniors who have taken 204, 206, 207, 208, or 209; or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 309S Seminar: Nationalism and Ethnic Conflict

Ms. Cohen

This seminar will examine the roots and consequences of the many ethnic conflicts present in the world today, from the brutal violence in the former Yugoslavia and Rwanda to growing anti-immigrant sentiments in France and elsewhere in Western Europe. It explores the meaning of nationalism and ethnicity, analyzes the historical development of the European and post-colonial nation-state and its relationship to ethnic conflict, and looks at the ways in which different countries have dealt both successfully and unsuccessfully with the challenges of multi-ethnic population.

Prerequisite: One Grade II unit in comparative politics and/or permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 381S Seminar. The Politics of the European Union

Ms. Lahav

Exploration of a range of theoretical, political, and policy issues confronting the European Union in its efforts to construct a common or supranational Europe. Examines the origins, functions, and impact of European integration and the broader political and economic order evolving in Europe since the end of the Cold War and the unification of Germany. Topics to be explored include the tensions between national sovereignty and regional integration, the institutions of the European Union; the growth of a European identity, and the external relations of the European Union.

Prerequisite: One Grade II unit in comparative politics or international relations. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

International Relations

POL3 221 World Politics

The Staff

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. *Both Political Science 221 and Political Science 222 serve as introductions to the International Relations subfield in the Political Science department and as means of fulfilling the Political Science core requirement of the International Relations major. Students may take one or both courses.*

Prerequisite: One unit in history or political science.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL3 222 Comparative Foreign Policies

Miss Miller

An introduction to international relations from the perspective of national actors and their challengers. Emphasis on foreign policy formulation and implementation in an era of rapidly changing technology. Individual and group research on special topics that vary from year to year. For 1997–98: comparisons and contrasts between cold war and post-cold war "pariahs", including Israel, South Africa, Taiwan, Cuba, Iran, Serbia, and North Korea. *Both Political Science 221 and Political Science 222 serve as introductions to the International Relations subfield in the Political Science department and as means of fulfilling the Political Science core requirement of the International Relations major. Students may take one or both courses.*

Prerequisite: One unit in history or political science.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 224 International Security

Mr. Paarlberg

War as a central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, peacekeeping and arms control.

Prerequisite: One unit in international relations or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 321 The United States in World Politics

Miss Miller

An analysis of American foreign policy with emphasis on both the processes of policy formulation and implementation as well as the substance of policies pursued. Consideration of domestic and foreign imperatives shaping executive and legislative tensions.

Prerequisite: 221, 222, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 322S Seminar. Gender in World Politics

Ms. Moon

The course will examine gender constructions in world politics and assess the roles of women as leaders, actors, and objects of foreign policy. Some topics include gender biases in international relations theories, institutions, and policies; women's relationship to state; feminist analysis of war/peace, political economy, and human rights; coalition-building around issues of gender.

Prerequisite: 221 or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 323 The Politics of Economic Interdependence

Mr. Paarlberg

A review of the politics of international economic relations, including trade, money, and multinational investment within the industrial world and also among rich and poor countries. Political explanations will be sought for the differing economic performance of states in Asia, Africa, and Latin America. Global issues discussed will include food, population, energy, environment.

Prerequisite: One unit in international relations or comparative politics.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 327 International Organization

The changing role of international institutions since the League of Nations. Emphasis on the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes.

Prerequisite: One unit in international relations or comparative politics.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 328 After the Cold War

Miss Miller

An exploration of contentious issues in world politics since 1989. Stress on transitions and transformations in global, regional, and functional settings.

Prerequisite: Political Science 221 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 329 International Law

An exploration of the meaning of the "rule of law" in a global context. The course focuses on three themes. First, the classic form of international law, including the concepts of statehood and sovereignty, the relationship of nations to each other, and the growth of international organizations. The second theme is the role and responsibility of individuals in international law, especially in the area of human rights. The third theme is the developing international law of the earth's common areas, specifically the oceans, space, and the environment. *A comparable course is offered at Babson College. Interested students should contact Ms. Hotchkiss at Babson College.*

Prerequisite: One unit in international relations or legal studies, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 330S Seminar. Negotiation and Bargaining

Miss Miller

An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in contemporary case studies.

Prerequisite: Political Science 221 and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 331S Seminar. Women, War, and Peace

Cross-cultural and cross-national examination of the relationship between gender and various institutions and processes of war and peace, including military organization, ideology decision-making, strategy, pacifism, and peace movements. Specific issues to be considered include: the politics surrounding women as soldiers, camp followers, and civilian supporters of military establishments, the politics of "maternal thinking," eco-feminism, and women-only peace camps as challenges to military ideology and practice. *This course may qualify as either an international relations or a comparative politics unit, depending upon the student's choice of research paper topic.*

Prerequisite: One Grade II unit in either international relations or comparative politics or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 332S Seminar. People, Agriculture, and the Environment

Mr. Paarlberg

An examination of linkages between agricultural production, population growth, and environmental degradation, especially in the countries of the developing world. Political explanations will be sought for deforestation, desertification, habitat destruction, species loss, water pollution, flooding, salinization, chemical poisoning, and soil erosion - all of which are products of agriculture. These political explanations will include past and present interactions with rich countries, as well as factors currently internal to poor countries. Attention will be paid to the local, national, and international options currently available to remedy the destruction of rural environments in the developing world. *This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.*

Prerequisite: Political Science 204 or 323. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 348S Seminar. Problems in North-South Relations

Mr. Murphy

An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of trade, aid, investment and military intervention as foreign policy instruments. *This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.*

Prerequisite: One unit in international relations or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

Political Theory

POL4 240 Classical and Medieval Political Theory

Mr. Stettner

Study of selected classical, medieval, and early modern writers, including Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: One unit in political science, philosophy, or European history.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

POL4 241 Modern Political Theory

Mr. Stettner

Study of the development of Western political theory from the 17th to 19th centuries. Among the theorists read are Hobbes, Locke, Hume, Rousseau, Burke, Wollstonecraft, Mill, Hegel and Marx. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: One unit in political science, philosophy, or European history.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

POL4 242 Contemporary Political Theory

Ms. Euben

Study of contemporary 20th-century political and social theories, including existentialism, and contemporary variants of Marxist, fascist, neoconservative, and democratic theories. Attention will be paid to theoretically grounded approaches to political inquiry, including functionalism, structuralism, and post-modernist theory.

Prerequisite: One unit in political theory, or social theory, or political philosophy; or by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

POL4 245 Issues in Political Theory

Ms. Euben

Study of the theoretical dimensions of selected political issues, such as the limits of obedience to government (exploring such concepts as authority, obligation, civil disobedience, and revolution) arguments for and against democracy, the diverse understandings of concepts such as liberty, rights, equality and justice. Attention will be paid to the interpretations of these topics made possible by gender, sexual, and racial/ethnic differences. Readings from classical, modern, and contemporary sources.

Prerequisite: One unit in political science, philosophy, or history, or by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

POL4 247 Theories of Political Economy

This course is an introduction to theories about the relationship between political and economic change in the West since the mid-seventeenth century. The focus will be on three distinct groups of theorists: classical political economists (John Locke, Adam Smith, David Ricardo, and Thomas Malthus); critics of capitalist development (Charles Fourier, Karl Marx, Rosa Luxembourg, and Karl Polanyi); and selected modern theorists (John Stuart Mill, Charlotte Perkins Gilman, Thorstein Veblen, and John Maynard Keynes). Theories will be considered in the context of the great historical events of their times, including the Industrial Revolution, the expansion (and decline) of the British empire, the rise of American power, and the emergence of neo-classical economics. *No economics background is necessary for this class.*

Prerequisite: one course in either political science or economics.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POL4 340 American Political Thought

Mr. Stettner

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis.

Prerequisite: One Grade II unit in political theory, American politics, or American history, or by permission of the instructor.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

POL4 342S Seminar. Marxist Political Theory

Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation and class struggle. Particular attention will be paid to Marx's theory of politics. The applicability of Marxist theory to contemporary political developments will be assessed. Study of contemporary Marxist theory will emphasize issues of class, race and gender.

Prerequisite: Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL4 344S Seminar. Feminist Political Theory

Ms. Euben

Examination of 19th and 20th-century feminist theory with focus on contemporary debates. The feminist critique of liberalism and socialism will introduce discussion of issues such as methodology, gender differences, race and sexuality. Authors read will include Mary Wollstonecraft, J.S. Mill, Friedrich Engels, and contemporary authors such as Joan Scott, bell hooks, Audre Lorde, Catherine MacKinnon and Fatima Mernissi.

Prerequisite: One Grade II unit in political theory, philosophy, or women's studies. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

POL4 346 Comparative Political Thought: Western and Islamic Theories of Political Communities

Ms. Euben

An exploration of the nature and value of politics in different cultural and political contexts. In particular, the course will focus on the relationship between the political thought of two culturally distinct traditions, Western and Islamic. Given that we must explore what is unfamiliar in terms of what is most familiar, the course is organized around familiar themes in Western political and social thought such as the relationship between reason and religion; morality and the state; liberalism; modernity and utopia; and gender and politics.

Prerequisite: One Grade II unit in political theory or philosophy or permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

POL4 347S Seminar. Utopian Political Thought

Study of selected Renaissance, modern and contemporary Utopian writings. Readings selected from such authors as Thomas More, Campanella, Francis Bacon, James Harrington, Jonathan Swift, Samuel Butler, Charles Fourier, Charlotte Perkins Gilman, and Edward Bellamy. We will also examine some contemporary utopias and anti-utopias. Consideration of why writers choose to write political utopias and how these compare to other political theories.

Prerequisite: Permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POL4 349S Seminar. Liberalism

Study of the development of liberal political theory. Emphasis on the origins of liberalism in such theorists as Locke, Montesquieu, Jefferson, and Mill; adaptation of liberalism to the welfare state in Britain and the United States by T.H. Green, Hobhouse and the American progressives; development of contemporary American liberalism by political figures such as F.D. Roosevelt, Johnson and Humphrey, and theorists such as Rawls and Flathman. Some attention to critiques of liberalism by social democratic, communitarian and neo-conservative writers.

Prerequisite: One Grade II unit in political theory, or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POLS 350 Research or Individual Study

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor.

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

AFR 205

The Politics of Race Domination in South Africa

AFR 215

Introduction to Afro-American Politics

AFR 245

Caribbean and African Comparative Politics

AFR 306

Urban Development and the Underclass

AFR 318

Seminar. Women and the African Quest for Modernization and Liberation

ILAS 201

(Wintersession) Seminar. Women and Development in Mexico

Attention Called

CLCV 243

Roman Law

Directions for Election

Political Science 100 is strongly recommended for all further work in Political Science, particularly for those who are considering a major in the Department. Majors are also strongly encouraged, but not required, to take Political Science 199, Introduction to Social Data Analysis.

A major in Political Science consists of at least 9 units (8 units for the Class of 1997 and before). Courses at the 100-level may be counted as a unit of credit toward the major, but not toward a subfield distribution requirement (see below). In the process of fulfilling their major, students are encouraged to take at least one course or seminar that focuses on the politics of a culture other than their own.

The Department of Political Science divides its courses beyond the introductory level into four subfields: American Politics and Law, Comparative Politics, International Relations, and Political Theory. In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II (200-level) or Grade III (300-level) unit in each of the four subfields offered by the Department. Recommended first courses in the four subfields are: in American Politics and Law: 200; in Comparative Politics: any 200-level course; in International Relations: 221 or 222; in Political Theory: 240, 241 or 245.

In addition to the subfield distribution requirement, all majors must do advanced work (Grade III) in at least two of the four subfields; a minimum of one of these Grade III units must be a seminar, which normally requires a major research paper. (Courses fulfilling the seminar requirement are denoted by an "S" after the course number.) *Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available in the Political Science office prior to preregistration for each term.* Majors should begin applying for seminars during their junior year in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required Grade III courses.

Ordinarily, a minimum of 5 courses for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distribution and the seminar requirement. The Department does not grant transfer credit at the Grade III level for either the major or for College distribution or degree requirements.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Students may receive units of College credit if they achieve a grade of 4 or 5 on the American Government and Politics or the Comparative Politics Advanced Placement Examinations. Such AP credits do not count towards the minimum number of courses required for the political science major nor for the American or Comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American Politics Exam, she may not take Political Science 200 (American Politics). Students who are uncertain whether to receive a College AP credit in American Politics or to take Political Science 200 should consult with a member of the department who specializes in American politics or law.

Majors who are interested in writing a senior honors thesis are urged to discuss their ideas and plans with either their advisor or the Department chair as early as possible in their junior year. Students considering going to graduate school for a Ph.D. in Political Science should talk with their advisors about appropriate preparation in quantitative methods and foreign languages.

Psychobiology

AN INTERDEPARTMENTAL MAJOR

Co-Directors: *Koff, Berger-Sweeney*

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include the following core courses: Psychology 101, 205, and a research methods course (207R, 210R, 212R, 214R, 222R or 248R); Biological Sciences 110, 111, and 213. Majors must elect at least one other Grade II course from each department. To be eligible for the Honors program, students must have completed all of the above by the end of the junior year. Additionally, majors must elect two Grade III courses. Acceptable Grade III courses in Biological Sciences are 302, 306, and 315; acceptable Grade III courses in Psychology are 318 and 319. Any other Grade III courses must be specifically approved by the directors.

PSBI 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSBI 360 Senior Thesis Research

Prerequisite: By permission of director. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSBI 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Psychology

Professor: *Zimmerman, Furumoto, Schiavo, Clinchy, Koff (Chair), Pillemer, Cheek, Akert*

Associate Professor: *Lucas, Hennessey, Norem, Wink, Carli, Berman*

Assistant Professor: *Genero, Keane, Brachfeld-Child, Donahue*

Laboratory Instructor: *Van Manen*

All courses in the Psychology Department (with the exception of 350, 360 and 370) fulfill the Group B^2 distribution requirement.

PSYC 101 Introduction to Psychology

The Staff

Study of selected research problems from areas such as personality, child development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 205 Statistics with Laboratory

Ms. Carli, Mr. Cheek, Ms. Hennessey

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory.

Prerequisite: 101 and for first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 207 Developmental Psychology

Ms. Brachfeld-Child, Mr. Pillemer

Behavior and psychological development in infancy, childhood, and adolescence. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 207R Research Methods in Developmental Psychology

Mr. Pillemer, Ms. Brachfeld-Child

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required.

Prerequisite: 205 and 207.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.25

PSYC 208 Adolescence

Consideration of physical, cognitive, social and personality development during adolescence.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 210 Social Psychology

Ms. Akert

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 210R Research Methods in Social Psychology

Ms. Genero, Mr. Schiavo

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and 210, 211 or 245.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.25

PSYC 211 Group Psychology

Mr. Schiavo

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 212 Personality

Mr. Cheek, Ms. Norem

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 212R Research Methods in Personality

Ms. Norem

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and 212.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.25

PSYC 214R Research Methods in Cognitive Psychology

Ms. Keane

Introduction to research methods appropriate to the study of human cognition (i.e., how people take in, interpret, organize, remember, and use information in their daily lives). Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and one of the following, 215, 216, 217, 218, 219, Biological Sciences 213.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.25

PSYC 215 Memory

Introduction to the study of human memory. Examines processes underlying encoding, storage, and retrieval of information. Will review theoretical models focusing on distinctions between different forms of memory including short-term and long-term memory, implicit and explicit memory, episodic and semantic memory. Factors contributing to forgetting and distortion of memory will also be discussed.

Prerequisite: 101
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 216 Psychology of Language

Ms. Lucas

Introduction to the study of the cognitive processes underlying language use. Topics include the relationship between language and thought, the development of language ability, and the computation of syntactic structure. The biological basis of language behavior will also be examined.

Prerequisite: 101
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 217 Cognition

Ms. Lucas

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in cognition focusing on attention, pattern recognition, memory, language and decision-making.

Prerequisite: 101
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 218 Sensation and Perception

Ms. Keane

A survey of the human senses from stimulus to perception. Topics include basic features in vision: color, form, orientation and size; perception of the third dimension; illusions; attention; limits on perception; and the effects of experience and development. Relevant neurophysiological and clinical examples will be reviewed. Laboratory demonstrations.

Prerequisite: 101
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 219 Physiological Psychology

Mrs. Koff

Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproductive behavior, emotion, memory, language, and mental disorders.

Prerequisite: 101. Not open to students who have taken Biological Sciences 213.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 222R Research Methods in the Study of Individual Lives

Mrs. Furumoto

An introduction to research methods appropriate to the study of individual lives. Individual and group projects. Laboratory. Typically limited to twelve students.

Prerequisite: 205 and one other 200-level Psychology course.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.25

PSYC 245 Cultural Psychology

Ms. Genero

Examines how and why cultural factors affect social and developmental psychological processes. Individual, interpersonal, and contextual factors are considered to expand our understanding of increasingly diverse environments.

Prerequisite: 101 and one other Grade II unit, excluding 205.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 248 Psychology of Teaching, Learning, and Motivation

Ms. Hennessey

The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 248R Research Methods in Educational Psychology

Ms. Hennessey

An introduction to research methods appropriate to the study of educational psychology. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center and other classroom locations required.

Prerequisite: 205 and 248.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.25

PSYC 302 Health Psychology

Mr. Berman

An exploration of the role of psychological factors in preventing illness and maintaining good health, in the treatment of illness, and in adjustment to ongoing illness.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 303 Psychology of Gender

Ms. Norem

An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender and current research on gender differences. Topics will include review of arguments about appropriate methods for studying sex and gender and its "legitimacy" as a research focus, gender roles and gender socialization, potential biological bases of gender differences, and the potential for change in different sex-typical behaviors.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 308 Selected Topics in Clinical Psychology

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 309 Abnormal Psychology

Mr. Wink

An examination of major psychological disorders with special emphasis on phenomenology. Behavioral treatment of anxiety based disorders, cognitive treatment of depression, psychoanalytic therapy of personality disorders, and biochemical treatment of schizophrenia will receive special attention, Other models of psychopathology will also be discussed.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 311 Seminar. Social Psychology

Mr. Schiavo

Children and the Physical Environment. Exploration of the field of environmental psychology, the influence of the physical environment on behavior and feelings, with particular attention to children. Emphasis upon relevant concepts such as crowding, privacy, territoriality, and personal space. Specific settings (e.g., urban environments, neighborhoods, playgrounds, classrooms, homes) investigated. Students (in small groups) use observation, interview, or questionnaire techniques to pursue research topics. Individual seminar reports.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including either 207, 210 or 211 and excluding 205, or by permission of the instructor. Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 316 Seminar. Psycholinguistics

Ms. Lucas

An exploration of the innateness, modularity, and species-specificity theses. Evidence for critical periods in language learning, for a genetic basis for language impairments, and for the linguistic specialization of brain areas will be examined. Arguments that language emerged abruptly in hominid evolution will also be evaluated.

Prerequisite: Open to juniors and seniors who have taken 216 and one other Grade II unit, or by permission of the instructor. Language Studies 114 may be substituted for either Grade II unit.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 317 Seminar. Psychological Development in Adults

Mrs. Clinchy

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Topics include: intellectual development in adulthood; changing conceptions of truth and moral value; the evolution of identity; gender differences in development.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 318 Seminar. Brain and Behavior

Mrs. Koff

Selected topics in brain-behavior relationships. Emphasis on the psychobiology of emotion. Topics include neuroanatomy and neurochemistry of emotion, lateralization of emotion, facial expressions of emotion, development of emotion, and disturbances of emotion.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including one of the following: 215, 216, 217, 218, 219, or Biological Sciences 213, and excluding 205.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 319 Neuropsychology

Ms. Keane

An exploration of the neural underpinnings of higher cognitive function based on evidence from individuals with brain damage. Major neuroanatomical systems will be reviewed. Topics include motor and sensory function, attention, memory, language, and hemispheric specialization.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including either 219 or Biological Sciences 213, and excluding 205.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 325 Seminar. History of Psychology

History of anorexia nervosa from its identification and naming in the 1870s in Great Britain and France to the debates in the United States surrounding its explanation and treatment from the 1940s to the present. The seminar will explore the role of culture, gender, and sociohistorical change in the emergence of this modern disorder.

Prerequisite: Open to juniors and seniors who have taken 101.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 329 Seminar. Psychology of Adulthood and Aging

Mr. Wink

An examination of how people cope with changes in their adult lives. Particular emphasis on aging as an example of life stage. Topics include: personality and cognitive change in later life; development of wisdom and integrity; retirement and bereavement; coping with death; intergenerational transmission of values; social support and coping with change. Models of life stages in adulthood will also be discussed.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 330 Topics in Cognitive Science

Ms. Lucas

An interdisciplinary approach to the study of consciousness. Theories and evidence regarding the nature of consciousness will be examined in the context of the disciplines of cognitive psychology, artificial intelligence, philosophy, and neuropsychology. The role of consciousness in attention, memory, and perception will be explored as will the neurological basis for consciousness.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 331 Seminar. Psychology of the Self

Mr. Cheek

An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories, including recent developments in psychoanalytic theory. Topics include: self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology of the self. Development of the self throughout the life span.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 333 Clinical and Educational Assessment

Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are: MMPI, CPI, WAIS, Rorschach and the TAT. Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O. Offered in 1998–99. Unit: 1.0

PSYC 335 Seminar. Memory in Natural Contexts

Topics include autobiographical memory, eyewitness testimony, childhood amnesia, cross-cultural studies of memory, memory in early childhood and old age, and exceptional memory abilities.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 337 Seminar. The Psychology of Creativity

An explanation of the foundations of modern theory and research on creativity. An examination of methods designed to stimulate creative thought and expression. Topics include: psychodynamic, behavioristic, humanistic and social-psychological theories of creativity; studies of creative environments; personality studies of creative individuals; methods of defining and assessing creativity; and programs designed to increase both verbal and nonverbal creativity.

Prerequisite: Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Offered in 1998–99. Unit: 1.0

PSYC 340 Organizational Psychology

Ms. Carli

An examination of key topics such as: social environment of the work place, motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory and research.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 345 Seminar. Selected Topics in Developmental Psychology

Early Social Development. Examination of major psychological theories and research concerning human development from infancy through early childhood. Topics will include the child's interactions with mother, father and siblings; effects of divorce; the social construction of gender; effects of television; day care; child abuse; play and friendship. Includes class visits to the Wellesley College Child Study Center.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 207.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 347 Seminar. Ethnicity and Social Identity

Ms. Genero

Examines the social and developmental aspects of identity with a special focus on ethnicity. The social construction of culture, interpersonal functioning, ethnic group differences, and expectations will be explored as they relate to identity development. The influence of race, gender and class will also be considered.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, and including 245, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 348 Advanced Topics in Personality and Social Psychology

Ms. Akert, Mr. Cheek

An exploration of the interface between personality and social psychology. Areas of research that are best understood by considering both personal dispositions and social situations will be examined. Topics include: conformity, romantic relationships, and social anxiety.

Prerequisite: Open to juniors and seniors who have taken 210 and 212, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 349 Seminar. Nonverbal Communication

Ms. Akert

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Students have the opportunity to conduct original, empirical research. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships).

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 210.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

AFR 225

Introduction to Black Psychology

BISC 213

Biology of Brain and Behavior with Laboratory

LANG 322

Child Language Acquisition

Attention Called

EXTD 202

Multidisciplinary Approaches to Abortion

EXTD 300

Seminar: Ethical Issues and Reproduction

PHIL 215

Philosophy of Mind

Directions for Election

Majors in psychology must take at least nine courses, including 101, 205, one research course, three additional Grade II courses, and two Grade III courses, one of which must be numbered 302–349. At least five of the courses for the major must be taken in the Department. The Department offers six research courses: 207R, 210R, 212R, 214R, 222R and 248R. The Department strongly recommends that the research course be completed no later than the end of the junior year. Students are required to take at least one course numbered 207–212 and at least one course numbered 215–219 or Biological Sciences 213.

A Minor in psychology (five courses) consists of: (A) 101, and (B) one course at the 300-level, and (C) three additional courses. Psychology 350 does not count as one of the five courses for the minor. At least three of the courses for the minor must be taken in the Department.

Students interested in an interdepartmental major in psychobiology or cognitive science are referred to the section of the Catalog where the programs are described. They should consult with the directors of the psychobiology or cognitive science programs.

Advanced placement credit exempts students from the prerequisite of Psychology 101 for courses numbered 200 or above in the department. First year students with advanced placement wishing to enter such courses are advised to consult with the chair or the instructor in the course in which they wish to enroll. The unit given to students for advanced placement in psychology does not count towards the minimum psychology major or minor at Wellesley.

Religion

Professor: *Johnson*[A1], *Hobbs, Kodera, Marini*

Visiting Professor: *Bean*

Associate Professor: *Elkins, Geller (Chair), Marlow*[A]

Visiting Associate Professor: *Rollman*

Assistant Professor: *Aaron*[A1]

All courses in the Religion Department (with the exception of 298, 350, 360 and 370) fulfill the Group B^{1} distribution requirement.

REL 100 Introduction to Religion

A beginning course in the study of religion, with lectures by all members of the department. The first half surveys the world's major religious traditions. The second half examines the interplay between religion and such phenomena as oppression and liberation, the status of women, art and architecture, politics, and modernity. Materials drawn from sources both traditional and contemporary, Eastern and Western.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 104 Study of the Hebrew Bible/ Old Testament

Mr. Aaron

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to Ancient Near Eastern cultures. Special focus on the fundamental techniques of literary, historical and source criticism in modern scholarship, with emphasis on the Bible's literary structure and compositional evolution.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 105 Study of the New Testament

Mr. Hobbs

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Fall, Spring Unit: 1.0

REL 107 Critical Issues in Modern Religion

Religious advocates and their adversaries from the Enlightenment to the present. The impact of the natural and social sciences on traditional religious beliefs. Readings in Hume, Marx, Darwin, Freud, and Tillich, as well as liberation, feminist, and pluralist theologians.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 108 Introduction to Asian Religions

Mr. Kodera

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 108M Introduction to Asian Religions

This version of REL 108 is taught at MIT and meets the HASS-D requirement at MIT for MIT students. Open to all Wellesley and MIT students.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 140 Introduction to Jewish Civilization

Ms. Geller

A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 160 Introduction to Islamic Civilization

A historical survey of the religion and culture of the Islamic world from the seventh century to the present. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice, and modern intellectual life. Attention to the interaction among Arabs, Iranians and Turks in the formation of Islamic culture, and the diverse forms assumed by that culture in areas to which Islam later spread.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O. Offered in 1998–99. Unit: 1.0

REL 200 Theories of Religion

Mr. Johnson

An exploration of theoretical models and methods employed in the study of religions. Particular attention to approaches drawn from anthropology, sociology and psychology. Readings will concentrate on basic positions of continuing influence in the field: William James and Sigmund Freud, Max Weber and Emile Durkheim, Clifford Geertz and Victor Turner, Rudolf Otto and Mircea Eliade. Some attention to contemporary applications of, and variations on, these positions.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

REL 204 Law in the Ancient Near East and Hebrew Bible/Old Testament

Women and Family Law (marriage and surrogate parenting, divorce, adultery, rape); Slavery (concubinage, gender differences, agency); and Injury Law (torts). Comparative readings in documents from the Ancient Near East including the Hebrew Bible. This course seeks to identify the most ancient principles of justice, law and ethics of Western Civilizations.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O. Offered in 1998–99. Unit: 1.0

REL 205 Genesis and the Ancient Near East Mythologies

Examination of the historical narrative, mythology and theology of the book of Genesis, especially in comparison with ancient Mesopotamian and Egyptian literatures. Topics include cosmic and human creation stories, the flood motif, Patriarchal/Matriarchal traditions. Methodological introduction to the study of composite texts.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 206 The Problem of Evil in Ancient Near Eastern Religions

Approaches to the question of why evil and suffering exist as preserved in the literatures of the Ancient Near East and Hebrew Bible/Old Testament. Readings include passages from Genesis, the Book of Job, Ecclesiastes, ancient Mesopotamian and Egyptian literatures, Gnosticism and the Talmud.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 210 The Gospels

Mr. Hobbs

A historical study of each of the four canonical Gospels, and of one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 211 Jesus of Nazareth

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern "quest for the historical Jesus."

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O. Offered in 1998–99. Unit: 1.0

REL 212 Paul: The Controversies of an Apostle

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 215 Christian Classics

Fundamental texts of the Christian tradition examined for their spiritual and theological significance. Works read include Augustine's *Confessions,* Thomas à Kempis' *The Imitation of Christ,* Luther's *On Christian Freedom,* Teresa of Avila's *Autobiography,* Bunyan's *The Pilgrim's Progress,* Martin Luther King, Jr., *Strength to Love.*

Prerequisite: None
Distribution: Language and Literature or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 216 Christian Thought: 100 to 1600

Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor: issues in the writings of Christian thinkers — Catholic, Orthodox, and Protestant — from the martyrs to the sixteenth-century reformers. Special attention to the diversity of traditions and religious practices, including the cult of saints, the veneration of icons, and the use of Scripture.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 218 Religion in America

Mr. Marini

A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, Anne Hutchinson and the Puritans, Jonathan Edwards and John Wesley, Ralph Waldo Emerson, Isaac Meyer Wise, Mary Baker Eddy, Dorothy Day, Black Elk, and Martin Luther King, Jr.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 220 Religious Themes in American Fiction

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Chaim Potok, Rudolo Anaya, Alice Walker, and Leslie Marmon Silko. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America.

Prerequisite: None
Distribution: Language and Literature or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 221 Catholic Studies

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, women's issues, dogma, liberation theology, ecumenism, and inter-religious dialogue. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, the U.S. bishops, and recent popes.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 225 Women in Christianity

Ms. Elkins

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters - feminists, third-world women, and women of color.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 226 Liberation Theology

Mr. Johnson

An examination of the variety of liberation theologies from 1971 to the present. Focus on the common themes (such as political, economic, and social transformation) and divergent emphases (such as class, gender, race, and religion) of these writings. Readings in Latin American, Black, Jewish, Third World women, and Asian authors.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

REL 229 Christianity and the Third World

Mr. Marini

An inquiry into the encounter of Christianity with cultures beyond Europe from the sixteenth century to the present. Critical examination of Christian missions and the emergence of indigenized forms of Christianity in the Third World. Particular attention to contemporary movements including Catholic Liberation base communities and Protestant Pentecostal settlements in Latin America, the Native American Church in the United States, Afro-Caribbean Vodun, the New Churches of SubSaharan Africa, and the Evangelical Churches of Korea.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 230 Ethics

Mr. Marini

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including racism, sexism, economic justice, the environment, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 231 Psychology of Religion

An examination of major psychological studies of religion beginning with William James. Readings primarily drawn from four psychoanalytic traditions: Freud, Jung, ego psychology (Erikson), and object relations (Winnicott). Attention to the feminist critics and advocates of each.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

REL 241 Emerging Religions: Judaism and Christianity 150 B.C.E. to 500 C.E.

Both Christianity and Rabbinic Judaism emerged as radical responses to theological and social problems churning at the beginning of the first millennium. This course will place the origins of these two religions into historical and theological context, by drawing readings from Intertestamental Writings, the Dead Sea Scrolls, New Testament and other Early Christian sources, Rabbinic Midrash and Talmud.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O. Offered in 1998–99. Unit: 1.0

REL 243 Women in the Biblical World

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal and literary sources in reconstructing the status of women in these societies.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O. Offered in 1998–99. Unit: 1.0

REL 244 Jerusalem: The Holy City

Ms. Geller

An exploration of the history, archaeology, and architecture of Jerusalem from the Bronze Age to the present. Special attention both to the ways in which Jerusalem's Jewish, Christian, and Muslim communities transformed Jerusalem in response to their religious and political values and also to the role of the city in the ongoing Mid-East and Israeli-Palestinian peace process.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

REL 245 The Holocaust and the Nazi State

Ms. Geller

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies which affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

REL 251 Religions in India

An examination of Indian religions as expressed in sacred texts and arts, religious practices and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of indigenous Indian traditions, such as Brahmanism, Hinduism, and Buddhism, as well as challenges from outside, especially from Islam and the West.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O. Offered in 1998–99. Unit: 1.0

REL 253 Buddhist Thought and Practice

Mr. Kodera

A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 254 Chinese Thought and Religion

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.E. to the present. Topics include: Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious and literary works.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 255 Japanese Religion and Culture

Mr. Kodera

Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric "age of the gods" to contemporary Japan. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, distinctively Japanese interpretations of Buddhism, Neo-Confucianism and their role in modernization and nationalism, Western colonialism; and modern Japanese thought as a crossroad of East and West.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 257 Contemplation and Action

An exploration of the relationship between contemplation and action in the spiritual life, East and West. Topics include: self-cultivation and social responsibility; solitude and compassion; human frailty as a basis for courage; anger as an expression of love; Western adaptations of Eastern spirituality; interfaith approaches to social and environmental crises. Readings selected from Confucius, Gautama Buddha, Ryokan, Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Henri Nouwen, Beverly Harrison, Benjamin Hoff, Reuben Habito and others.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 262 The Formation of the Islamic Religious Tradition

Mr. Rollman

A historical study of the Islamic religious tradition with particular attention to the early centuries in which it reached its classical form. Topics include the life of Muhammad, the Qur'an and Qur'anic interpretation, Prophetic tradition, law, ethics, theology, Shi`ism, and Sufism. Attention to the diversity within the Islamic tradition and to the continuing processes of reinterpretation, into the modern period.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 263 Islam in the Modern World

The role of Islam in the development of Turkey, the Arab world, Iran, India and Pakistan in the 19th and 20th centuries. Explores the rise of nationalism, secularism, modernism, "fundamentalism," and revolution in response to the political, socio-economic, and ideological crises of the colonialist and post-colonialist period. Issues include legal and educational reform, the status of women, dress, economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 264 Literatures of the Islamic World

An examination of some major works of Arabic, Persian, Turkish, and Urdu literature (in English translation), medieval and modern, religious and secular, in their historical and cultural contexts. Attention to the interaction between local oral literatures and written works. Emphasis on the portrayal of relationships between the individual, the family and the larger community. Readings from the Qur'an, Sufi poetry, the *ta'ziya* ("Passion Play"), epics, "Mirrors for Princes," the *Thousand and One Nights,* modern novels, plays and political poetry.

Prerequisite: Open to all students, except those who have taken [363].
Distribution: Language and Literature/Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 298 New Testament Greek

Mr. Hobbs

Special features of Koiné Greek. Reading and discussion of selected New Testament texts.

Prerequisite: One year of Greek; or exemption examination; or by permission of the instructor.
Distribution: Language and Literature or Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 300 Seminar. Issues in the Contemporary Study of Religion

Ms. Elkins

An examination of selected problems of research and interpretation in the contemporary study of religion. Close reading and discussion of recent landmark works from each of the Religion Department's three curricular areas: Biblical Studies, Judaism and Christianity, and Islam and Asian Religions. Special emphasis on student-faculty discourse about the conceptual foundations of critical scholarship in the field. Strongly recommended for departmental majors and minors.

Prerequisite: Junior and senior religion majors and minors, or by permission of the instructor.
Distribution: Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 303 Seminar. Human Sacrifice in Religion

Mr. Aaron

This course will study the meaning of sacrifice in Ancient Mediterranean cultures and how Judaism, Christianity and Islam all transformed the actual act into symbolic rituals and complex theological imageries. The Bible's "Binding of Isaac" story will serve as the core narrative. We shall study the interpretation of this passage as it appears in Second Temple Period Judaism, New Testament and Early Church Fathers, Rabbinic Midrash, and Islamic exegesis.

Prerequisite: Any course in Hebrew Bible or New Testament or one of the following: 140, 160, 241, 242, 262, or permission of the instructor.
Distribution: Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 308 Seminar. Paul's Letter to the Romans

Mr. Hobbs

An exegetical examination of the "Last Will and Testament" of the Apostle Paul, concentrating especially on his theological construction of the Gospel, on his stance vis-à-vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters. Members will focus much of their research on current scholarship in the so-called Romans debate.

Prerequisite: At least one course in New Testament.
Distribution: Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 310 Seminar. Gospel of Mark

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The gospel's relationships to the Jesus tradition, to the Old Testament/Septuagint, and to the christological struggles in the early church will be focal points of the study.

Prerequisite: At least one course in New Testament.
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O. Offered in 1997–98. Unit: 1.0

REL 316 Seminar. The Virgin Mary

Ms. Elkins

The role of the Virgin Mary in historical and contemporary Catholicism. Topics include biblical passages about Mary; her cult in the Middle Ages; and the appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity."

Prerequisite: One Grade II course in medieval history, women's studies, or religion or by permission of instructor.
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 318 Seminar. Religion in Revolutionary America, 1734 to 1792

American religious culture from the Great Awakening to the Bill of Rights and its relationship to the Revolution. Doctrinal debates, Protestant revivals and sectarian movements, political theologies of the Revolutionary era, religion's role in the drafting and ratification of the Constitution, separation of church and state, sacred poetry, song, and architecture, and popular religious literature.

Prerequisite: One Grade II course in American religion, history, or politics, or permission of the instructor.
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 323 Seminar. Models of God in Feminist Theologies

Topics include: the influence of patriarchal social structures on the images of God dominant in Western religions; and the emergence of alternative concepts of God as articulated from feminist perspectives. Readings in Protestant, Roman Catholic, and Jewish authors, such as Rosemary Ruether, *Sexism and God-Talk,* Catherine Keller, *From a Broken Web,* Judith Plaskow, *Standing Again at Sinai,* and Elizabeth Johnson, *She Who Is.* Attention also given to narrative accounts of women's religious oppression and liberation.

Prerequisite: 226 or permission of instructor.
Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

REL 342 Seminar. Rabbis, Romans and Archaeology

A study of the development of Judaism from the fourth century B.C.E. to the seventh century C.E. An examination of Jewish history and culture in relation to the major religious, social, and political trends of the hellenistic world and of late antiquity. Special attention to the interaction between early Rabbinic Judaism and early Christianity, and to the material culture of the Jewish and Christian communities of Roman and Early Byzantine Palestine.

Prerequisite: One course in Biblical Studies, Judaism, Classical Civilization, or by permission of instructor.
Distribution: Historical Studies
Semester: N/O. Offered in 1998–99. Unit: 1.0

REL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Spring, Fall Unit: 1.0

REL 351 Seminar. Religion and Identity in Modern India

A study of Indian thought (Hindu, Muslim and Sikh) from the end of the Mughal Empire to the present. Attention to the impact of the British presence on Indian culture and intellectual life, the struggle for independence, the formation of Pakistan, and the rise of "fundamentalisms" throughout the subcontinent. Focus on the intersection of religious and social issues, such as the caste system, the roles and rights of women, and the relationships between majority and minority communities. Readings from Vivekananda, Gandhi, Tagore, Radhakrishnan, Iqbal, Mawdudi, Rushdie.

Prerequisite: Open to juniors and seniors, and to sophomores with permission of the instructor.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 353 Seminar. Zen Buddhism

Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. *Enrollment limited to fifteen.*

Prerequisite: One course in Asian Religions and by permission of the instructor.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 355 Seminar. Modern Japanese Thought

An exploration of how modern Japanese thinkers have preserved Buddhism, Confucianism, Taoism and Shinto, while introducing Western thinkers, such as Kant, Heidegger, Kierkegaard, Dostoyevsky and Marx, and created a synthesis to meet the intellectual and cultural needs of modern Japan. Readings include Nishida Kitaro, *The Logic of Place and a Religious World View*; Watsuji Tetsuro, *Climate and Culture;* Uchimura Kanzo, "No Church Christianity"; Tanabe Hajime, *Philosophy as Metanoia.*

Prerequisite: Religion 255 or equivalent, and permission of the instructor.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

REL 361 Seminar. Religious Imagery in Twentieth Century India: Devotion, Art, Commodity and Politics

Ms. Bean

A study of the visual dimensions of modern and contemporary religious life in India with attention to images as objects of devotion, as art, and as commodities. Topics include the use of images in puja-worship, temples and shrines; the history of image-making and worship in several regional contexts; the variety of images (calendar art, 'folk' images, terracotta Ayenar horses, clay goddesses, images produced for performances of legends/puranas, scroll paintings); Gandhi's self-presentation and his reception as an image for devotion. Attention to the ways in which religious images have entered the West as 'art', both tourist art and 'fine art', and to thefts of images for purposes of sale.

Prerequisite: Preference given to students who have taken at least one course in a field related to South Asian Studies (REL 108, 251, or 351, ANTH 241, ARTH 246 or equivalent).
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 362 Seminar. Religion and State in Islam

The relationship between religious authority and political legitimacy in the Islamic world from the seventh century to the present. Issues in the premodern period include the problem of justice and the emergence of distinct Sunni and Shi'i ideas of religio-political authority. Issues in the modern period include modernist, secularist, and "fundamentalist" conceptions of religion's role in the nation state.

Prerequisite: Religion 160 or 262, History 286 or equivalent, or by permission of the instructor.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O. Offered in 1998–99. Unit: 1.0

REL 365 Seminar. Images of the Other in the European and Islamic Middle Ages

This team-taught course will include travel narratives by European and Middle Eastern travelers, merchants, sailors; European Crusader poems and Middle Eastern descriptions of real interactions with Crusaders; religious texts, including Christian-Muslim polemic; love poetry in both traditions written to the transgressive cultural Other; maps and accounts of the marvelous; and fictional stories that feature travel and "orientalism." We will conclude with Shakespeare's famous tragedy of the Moor Othello and his European wife Desdemona. *Enrollment is limited to 15.*

Prerequisite: Open to juniors and seniors.
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

REL 366 Seminar. Islamic Revival in the Modern Middle East and North Africa

Mr. Rollman

A historical study and analysis of the origins, goals, organization, practices and significance of contemporary Muslim reformist and revivalist trends and movements in the Middle East and North Africa. Cases studied include Algeria, Egypt, Iran, Morocco, Tunisia and Turkey.

Prerequisite: Open to juniors and seniors and by permission of the instructor.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

HEBR 101–102 Elementary Hebrew
(see Jewish Studies)

HEBR 201–202 Intermediate Hebrew
(see Jewish Studies)

Cross-Listed Courses

Attention Called

AFR 240
New World Afro-Atlantic Religions

CLCV 104
Classical Mythology

CLCV 236/336
Greek and Roman Religion

HEBR 101–102
Elementary Hebrew

HEBR 201–202
Intermediate Hebrew

HIST 217
The Making of European Jewry 1085–1815

HIST 218
Jews in the Modern World 1815–Present

HIST 219
The Jews of Spain and the Lands of Islam

HIST 326
Seminar. American Jewish History

HIST 327
Zionism and Irish Nationalism: A Comparative Perspective

HIST 328
Anti-Semitism in Historical Perspective

HIST 367
Seminar. Jewish Ethnicity and Citizenship

ME/R 249
Imagining the Afterlife

Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the world. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The major consists of a minimum of nine courses, at least two of which must be at the 300 level. It requires both a concentration in a specific field of study and adequate exposure to the diversity of the world's religions and cultures. To ensure depth, a major must present a concentration of at least four courses in an area of study that she has chosen in consultation with and with the approval of her departmental advisor. This concentration may be defined by, for example, a particular religion, cultural-geographical area, canon, period of time, or theme. To promote breadth, a major must complete a minimum of two courses devoted to religious cultures or traditions that are distinct both from each other and from the area of concentration; again, she must gain the approval of her faculty advisor. All majors are urged to discuss their courses of study with their advisors before the end of the first semester of their junior year.

The minor consists of a minimum of five courses, including at least one seminar and no more than two 100-level courses. Three of the five courses, including a seminar, shall be within an area of concentration chosen by the student in consultation with and with the approval of her departmental advisor.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available. Religion 298 (New Testament Greek) and more advanced courses in Hebrew can be credited toward both the major and the minor. Latin, Chinese, and Japanese are available elsewhere in the College; majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs. Only the 200-level year of Hebrew can be credited towards the department major or minor.

Russian

Assistant Professors: *Hodge (Acting Chair), Kalb, Weiner*[A]

Lecturer: *Semeka-Pankratov*

Language *Instructor: Lebedinsky*

All courses in the Russian Department (with the exception of 101, 102, 350, 360, 370) fulfill the Group A distribution requirement.

RUSS 101–102 Elementary Russian

Mr. Hodge, Ms. Kalb

Complete introduction to Russian grammar through oral and written exercises; reading of short stories; special emphasis on oral expression; multimedia computer exercises. 101 may be taken during Wintersession. *Each semester earns 1.0 unit of credit, however both semesters must be completed satisfactorily to receive credit for either course. Five periods.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.25

RUSS 201–202 Intermediate Russian

Ms. Kalb

Conversation, composition, reading, comprehensive review of grammar. *Each semester earns 1.0 unit of credit, however both semesters must be completed satisfactorily to receive credit for either course. Five periods.*

Prerequisite: 101-102 or the equivalent.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.25

RUSS 251 The Nineteenth Century Russian Classics: Passion, Pain, Perfection

Mr. Hodge

An English-language survey of Russian fiction from the Age of Pushkin (1820s–1830s) to Tolstoy's mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (*Eugene Onegin*, "The Queen of Spades"), Lermontov (*A Hero of Our Time*), Gogol (*Dead Souls*, "The Overcoat"), Pavlova (*A Double Life*), Turgenev (*Fathers and Sons*), Tolstoy (*Anna Karenina*) and Dostoevsky (*Crime and Punishment*) will be read. *Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

RUSS 252 Russian Modernism: Explosion of Matter and Mind

Ms. Kalb

This English-language course traces the decay of nineteenth-century realist prose, the ascent of impressionistic, decadent and symbolist writings of the turn of the century, the experiments in ornamental prose of the twenties, the late modernist novels of the thirties, the post-war "Thaw" literature, and the works of *samizdat* novelists in exile. The literary reflection of the monumental changes taking place in Russia—the Revolt of 1905, War Communism, the New Economic Policy, the Stalinist Purges—will be examined throughout the course. Students will read a selection of Chekhov's short stories, Sologub's *The Petty Demon*, Bunin's "Dry Valley," Bely's *Petersburg*, Zamiatin's *We*, Olesha's *Envy*, Gladkov's *Cement*, Platonov's *The Foundation Pit*, Bulgakov's *The Master and Margarita. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

RUSS 253 Russian Drama

Ms. Semeka-Pankratov

A study of Russian theater from the late eighteenth century to the Soviet period. Students will read and analyze the classics of the Russian stage, including works by Fonvizin, Griboedov, Pushkin, Gogol, Ostrovsky, Chekhov, and Maiakovsky. The profoundly influential works on dramatic theory and stage practice by such directors as Nemirovich-Danchenko, Stanislavsky, and Meyerhold will also be examined. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall. N/O in 1998–99. Unit: 1.0

RUSS 254 Russian Folklore

A study of the religion and art of the Russian folk (*narod*)—Russia's unofficial, underground culture. We will investigate how such concepts as religion, myth and ritual and such disciplines as formalism, structuralism, semiotics and cultural anthropology may be fruitfully applied to the body of Russian folk literature. Students will also study the interaction between "high" and folk culture, learning to appreciate in particular the folkloric roots of many of the most celebrated works of the Russian literary establishment. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 255 Seven Decades of Soviet and Russian Cinema

Mr. Hodge

The masterpieces of Russian film from the 1920s to the 1990s will be screened, analyzed, and discussed. Students will explore the famous techniques and themes developed by legendary Russian/Soviet filmmakers, including Eisenstein, Dovzhenko, Pudovkin, Vasiliev, Chukhrai, Kozintsev, Tarkovskii, Mikhalkov, Abuladze, and Klimov. We will interpret these films in their harrowing political contexts, explore the movie music of Prokofiev and Shostakovich, and trace the influence of Soviet film on the work of U.S. directors. Guest lecturers will comment on specific issues. *Two periods.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

RUSS 271 Russia's "Golden Age"

Mr. Hodge

An examination of Russia's most celebrated artistic efflorescence, which took place roughly from the 1810s through the 1840s. Students will explore Russian Sentimentalism and Romanticism by scrutinizing the works of Pushkin and his literary benefactors (Derzhavin, Karamzin, Zhukovsky) and heirs (Durova, Baratynsky, Delvig, Gogol, Lermontov) against the backdrop of Russian music (Aliabiev, Glinka, Dargomyzhsky) and art (Kiprensky, Tropinin, Aivazovsky). Reading and discussion of literary texts will be supplemented by frequent presentations of films, music and the graphic arts. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
or Language and Literature
Semester: Fall. N/O in 1998–99. Unit: 1.0

RUSS 272 Politically Correct: Ideology and the Nineteenth Century Russian Novel

Is there a "politically correct" set of responses for artists active under a repressive regime? We examine various Russian answers to this question through an intensive analysis of the great ideological novels at the center of Russia's historical social debates from the 1840s through the 1860s. The tension between literary Realism and political exigency will be explored in the fictional and critical works of Herzen, Turgenev, Chernyshevsky, Goncharov, Dobroliubov, Dostoevsky, and Pisarev. Representative works from the non-literary arts will supplement reading and class discussion. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 276 Fedor Dostoevsky: The Seer of Spirit

Probably no writer has been so detested and adored, so demonized and deified, as Dostoevsky. This artist was such a visionary that he had to reinvent the novel in order to create a form suitable for his insights into the inner life and his prophecies about the outer. To this day readers are mystified, outraged, enchanted, but never unmoved, by Dostoevsky's fiction, which some have tried to brand as "novel-tragedies," "romantic realism," "polyphonic novels," and more. This course challenges students to enter the fray and explore the mysteries of Dostoevsky themselves through study of his major writings. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 281 The Culture of Totalitarianism: Documenting Stalinism and Recording Its Legacy

Ms. Kalb

This course will examine the literature and film inspired by the Stalinist era. Readings will include accounts of Stalin's "purges" and labor camps (Evgeniia Ginzburg and Aleksandr Solzhenitsyn); satiric portrayals of Soviet life under Stalin (Daniil Kharms, Mikhail Bulgakov); and post-Stalinist treatments of Stalin's legacy (Andrei Bitov, Liudmila Ulitskaia). We will supplement our readings with films, ranging from such classics of the Stalinist period as Eisenstein's *Aleksandr Nevsky* to recent movies, including Abuladze's *Repentance. Taught in English.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
or Language and Literature
Semester: Fall Unit: 1.0

RUSS 282 Contemporary Russian Literature

A study of the Russian novel from Stalin's death in 1953 to the present. Students will analyze the "Thaw" literature of Erenburg and Solzhenitsyn, *samizdat* home-published) works of Voinovich and Venedikt Erofeev, *tamizdat* (published abroad) novels by Pasternak and Aksenov, the "village prose" of Solzhenitsyn and Shukshin, and retrospective works by Trifonov and Bitov. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 286 Vladimir Nabokov

An examination of the artistic legacy of the great novelist, critic, lepidopterist and founder of the Wellesley College Russian Department. Nabokov's works have joined the canon of twentieth-century classics in both Russian and English literature. Students will explore Nabokov's English-language novels (*Lolita, Pnin*) and the authorized English translations of his Russian works *(The Defense, Despair, Invitation to a Beheading). Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 301 Advanced Russian

Ms. Semeka-Pankratov

Students will learn to distinguish and master the many styles of written and spoken Russian: biblical, folkloric, nineteenth-century literary prose, bureaucratese, scholarly prose, legalese, epistolary, and journalistic. The course includes a study of the subtleties of syntax and vocabulary in literary and other genres through extensive analytic reading of stories, folk tales, folk songs, newspaper articles, letters, and official documents. Students practice analyzing and imitating the various styles of written Russian. *Classes are conducted in Russian and oral proficiency is stressed. Three periods.*

Prerequisite: 201–202 or the equivalent.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

RUSS 302 Advanced Russian

Ms. Semeka-Pankratov

A continuation of the stylistic analysis begun in 301, with more attention paid to twentieth-century writing. Students will read experimental literary prose as well as important official documents such as the constitutions of the USSR and Russian Federation. Classes are conducted in Russian and oral proficiency is stressed. *Three periods.*

Prerequisite: 301 or the equivalent.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

RUSS 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 353 Russian Drama

Ms. Semeka-Pankratov

Same course as 253 above, with additional work in Russian. To receive credit for Russian 353, students will attend a third weekly class meeting in which they will read, discuss, and perform, in Russian, excerpts from each major work. *Three periods.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

RUSS 354 Russian Folklore

Same course as 254 above, with additional work in Russian. To receive credit for Russian 354, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 371 Russia's "Golden Age"

Mr. Hodge

Same course as 271 above, with additional work in Russian. To receive credit for Russian 371, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

RUSS 372 Politically Correct: Ideology and the Nineteenth Century Russian Novel

Same course as 272 above, with additional work in Russian. To receive credit for Russian 372, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 376 The Seer of Spirit: Fedor Dostoevsky

Same course as 276 above, with additional work in Russian. To receive credit for Russian 376, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 381 The Culture of Totalitarianism: Documenting Stalinism and Recording Its Legacy

Ms. Kalb

Same course as 281 above, with additional work in Russian. To receive credit for Russian 381, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall. N/O in 1998–99. Unit: 1.0

RUSS 382 Contemporary Russian Literature

Same course as 282 above, with additional work in Russian. To receive credit for Russian 382, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 386 Vladimir Nabokov

Same course as 286 above, with additional work in Russian. To receive credit for Russian 386, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

Directions for Election

Students majoring in Russian should consult the Chair of the department early in their college career. For more information on all facets of the department, its students, and its faculty, please visit the Russian Department's extensive World Wide Web pages at *www.wellesley.edu/ Russian/ rusdept.html.*

A student majoring in Russian must take at least eight courses in the department. 101 and 102 are counted toward the degree but not toward the major. Students should note that each course in the 101–102 and 201–202 sequences meets for five sixty-minute sessions each week and earns 1.25 units of credit. Students who intend to major in Russian must take either 251 or 252, but are encouraged to take both.

In addition to taking 251 or 252, a major in Russian is expected to elect two 300-level courses other than 301–302, 350, 360, and 370. Thus, a student who begins with no knowledge of Russian would typically complete the following course sequence (or equivalent) to major in Russian: 101–102, 201–202, 301–302; 251 and 252; and two 300-level courses. Note that 200-level courses above 252 are also available as 300-level courses for students who do supplemental reading and discussion each week in Russian; please refer to the descriptions for 353, 354, 371, 372, 376, 377, 381, 382, and 386 above. Students interested in the Russian Area Studies major should see page 282, or visit the Russian Area Studies web pages at *www.wellesley.edu/ Russian/RAS/rashome.html.*

Students may graduate with Honors in Russian either by writing a thesis or taking comprehensive examinations. Students who wish to attempt either Honors exercise should consult the Chair early in the second semester of their junior year.

Majors are encouraged to enroll in summer language programs to accelerate their progress in the language. Credit toward the major is normally given for approved summer or academic-year study at selected institutions in the U.S. and Russia. Major credit is also given for approved Junior Year Abroad programs.

Students who cannot take 101 during the fall semester are strongly encouraged to take 101 during Wintersession. Those interested in doing so should consult the Chair early in the fall term.

Following the demise of the Soviet regime, opportunities for employment either in or concerning Russia have become more numerous than ever before. The Russian Department actively maintains an extensive network of past majors working in Russia-related careers (academia, diplomacy, international law, international business, government, etc.) who can advise and assist current majors. The department also offers special internship opportunities in Russia.

Attention is called to Russian Area Studies courses in History, Economics, Political Science, Anthropology, and Sociology.

Russian Area Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Hodge, Tumarkin*

Russian Area Studies majors are invited to explore Russia and the lands and peoples of the former Soviet Union through an interdisciplinary study program.

Majors are normally required to take 4 units of the Russian language above the Grade I level, including Russian 301–302. In addition to those 4 units of the Russian language above the Grade I level, a major's program should consist of at least 4 units drawn from Russian literature, history, political science, anthropology, economics and sociology. Majors are required to take at least two Grade III level courses, at least one of which should be outside of the Russian Department. At least three of a major's courses should be outside of the Russian Department. Prospective majors are strongly encouraged to take Russian Civilization (HIST 105) as a basic introduction to Russian Area Studies.

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating postgraduate academic or professional careers in Russian area studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses. For more information on the Russian Area Studies program, students may consult the Wellesley College Russian Area Studies Web pages: www.wellesley.edu/Russian/RAS/rashome.html.

The following courses are available for majors in Russian Area Studies:

RAST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RAST 360 Senior Thesis Research

Prerequisite: By permission of director. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RAST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

For Credit

ANTH 247
Societies and Cultures of Eurasia

ECON 240
Topic A: The Russian Economy

ECON 301
Comparative Economic Systems

HIST 105
Russian Civilization

HIST 246
Medieval and Imperial Russia

HIST 247
Modern Russia and the Soviet Union

HIST 301
Women of Russia: A Portrait Gallery

HIST 356
Seminar. Russian History

POL2 206
Politics of Russia and the Former Soviet Union

POL2 301
Seminar. Transitions to Democracy

RUSS 251
The Nineteenth Century Russian Classics: Passion, Pain, Perfection

RUSS 252
Russian Modernism: Explosion of Matter and Mind

RUSS 253
Russian Drama

RUSS 254
Russian Folklore

RUSS 271
Russia's "Golden Age"

RUSS 272
Politically Correct: Ideology and the Nineteenth Century Russian Novel

RUSS 276
Fedor Dostoevsky: The Seer of Spirit

RUSS 281
The Culture of Totalitarianism: Documenting Stalinism and Recording Its Legacy

RUSS 282
Contemporary Russian Literature

RUSS 286
Vladimir Nabokov

RUSS 353
Russian Drama

RUSS 354
Russian Folklore

RUSS 371
Russia's "Golden Age"

RUSS 372
Politically Correct: Ideology and the Nineteenth Century Russian Novel

RUSS 386
Vladimir Nabokov

In addition to the courses listed above, students are encouraged to incorporate into their Russian Area Studies programs the rich offerings from MIT and Brandeis.

Sociology

Professor: *Cuba, Imber, Silbey, Walsh*

Associate Professor: *Cushman (Chair)*

Assistant Professor: *Levitt*

All courses in the Sociology Department (with the exception of 350, 360, 370) fulfill the Group B^2 distribution requirement.

SOC 102 Sociological Perspective: An Introduction to Sociology

Mr. Cushman

An introduction to the discipline of sociology, including its history, central concepts and theoretical perspectives, and methods. Topics include the analysis of the relation between self and society, the formation of social identities, variations among human societies and cultures, the meaning of community, deviance and social control, the evolution and differentiation of societies, and patterns of racial, gender and class stratification. Attention is given to social institutions (such as religion, the family, science, law, economics, and education), and the defining characteristics of modern societies (such as the growth of technology and bureaucracy).

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 103 Social Problems: An Introduction to Sociology

Mr. Imber

An analysis of how behaviors and situations become defined as social problems, those aspects of life that are said to undermine the social order. Attention to contemporary and cross-cultural issues. Topics include: alcohol and drug abuse, gambling, gun control, crime, homelessness, and teenage pregnancy.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 110 Population Dynamics: Birth, Death, and Migration

The Staff

An introduction to the sociological study of population variation and change in human societies. The course covers both the historical and contemporary patterns of demographic change in developed and developing countries. Class discussions focus on the relationship between the principal components of populations—births, deaths, and migration—and social, economic, political, and geographic factors. Specific attention is given to the interactions among populations and technology, the environment, family structure, gender roles, and social inequality.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 138 The Social Construction of Deviance and Conformity: An Introduction to Sociology

Mrs. Silbey

Why are some behaviors, differences, and people stigmatized and considered "deviant" while others are not? This course examines theoretical perspectives on deviance which offer several answers to this question. It focuses on the creation of deviance as an interactive process: how people enter deviant roles and worlds, how others respond to deviance, and how deviants cope with these responses.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 199/ECON 199/POL 199 Introduction to Social Science Data Analysis

Mr. Cuba, Ms. Fastnow (Political Science), Mr. Morrison (Economics), Mr. Case (Economics)

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students may register for either SOC 199, ECON 199, or POL 199. Credit will be given in the department in which the student is registered.*

Prerequisite: For first-year students, fulfillment of Quantitative Reasoning basic skills requirement. Required of all majors/minors.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

SOC 200 Classical Sociological Theory

Mr. Imber

Systematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present.

Prerequisite: One Grade I unit. Required of all majors.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 201 Contemporary Social Theory

Mr. Cushman

A comprehensive overview of social theories important in the twentieth century. The course examines primary texts representative of both microsociological and macrosociological approaches to social life, including phenomenology, ethnomethodology, dramaturgical analysis, symbolic interaction, structuralism, structural functionalism, conflict theory, class analysis, critical theory, and post-modern theory.

Prerequisite: Sociology 200. Required of all majors.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 203/AFR 203 Introduction to Afro American Sociology

This course is an introduction to the African-American intellectual tradition within the discipline of sociology. Secondarily, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African-Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. *Students may register for either SOC 203 or AFR 203. Credit will be given in the department in which the student is registered.*

Prerequisite: 102 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 204/AFR 204 Third World Urbanization

Ms. Steady

This course is a historical and comparative examination of urban development in Africa, the Middle East, Latin America and Asia. Beginning with the origins of cities in Mesopotamia, Northeastern Africa, India, China and Central America, the course then focuses on the socioeconomic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities. *Students may register for either SOC 204 or AFR 204. Credit will be given in the department in which the student is registered.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring   Unit: 1.0

SOC 206/AFR 208 Women in the Civil Rights Movement

Ms. Rollins

An examination of the role of women in the "classical" Civil Rights Movement (i.e., from the Montgomery Bus Boycotts in 1955 to the passage of the Voting Rights Act in 1965). Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religion, race, regional background and age) and their attitudes and behavior within the Movement. Essentially, women's impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Students may register for either SOC 206 or AFR 208. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to all students except those who have taken Africana Studies [311].
Distribution: Social and Behavioral Analysis
Semester: Fall   Unit: 1.0

SOC 207 Criminology

Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationships among crime, punishment and justice.

Prerequisite: One Grade I unit.
Distribution: Social and Behavioral Analysis
Semester: N/O   Unit: 1.0

SOC 209 Social Inequality

The Staff

This course examines social inequality, primarily in the United States. In addition to current data on inequality, we will consider historical changes in the nature of inequality in America, theoretical explanations of why inequality exists and why it has taken the form it has, and policy proposals for creating a more equal society. The three factors which most directly affect a person's life chances—class, race and gender—will be examined throughout the semester.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall   Unit: 1.0

SOC 210 Race and Ethnicity

The Staff

America is a nation of immigrants, but the experiences of those arriving from different shores have varied dramatically. This course examines ethnic, racial, and minority relations from a comparative and historical perspective. Beginning with an exploration of the meaning of race and ethnicity, the course will then focus on frameworks used to study group relations: class, power, discrimination. The experience of various groups will be examined, focusing on issues of pan-ethnicity, heterogeneity within minority groups (Hispanics, Asian Americans, Black Americans), and the development of "white" ethnicity.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring   Unit: 1.0

SOC 211 Latin America: Global and Multicultural Perspectives

Ms. Levitt

This course offers a broad overview of Latin American cultures and societies and explores the experiences of Latino immigrants in the U.S. Focus on the history of the region; the political and economic relationship between Latin America and the U.S.; the analysis of contemporary social, political, and religious trends; and Latin American migration and experiences in the U.S.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring   Unit: 1.0

SOC 215 Sociology of Popular Culture

Mr. Cushman

An examination of the expression, production, and consequences of various forms of popular culture in comparative-historical and contemporary social contexts. Analysis of the relation between social class and popular culture in history, the production, meaning, and consumption of popular culture in contemporary societies, and the global diffusion of American popular culture in the modern world-system.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 216 Sociology of Mass Media and Communications

An analysis of the interplay between social forces, media, and communication processes in contemporary society. Focus on the significance of historical changes from oral to written communication, the development and structure of modern forms of mass media such as radio and television, the political economy of the mass media, the rise of advertising and development of consumer culture, the role of the mass media in the formation of cultural representations of other societies and cultures, and the role of the media in the process of identity formation. Discussions also address the social implications of new communication technologies and the role of the media in the democratic process. Students will be expected to use new computer technologies to analyze mass media.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 217 Power: Personal, Social, and Institutional Dimensions

Mrs. Silbey

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, the family, the community, the corporation, the government, cooperatives and communes.

Prerequisite: One Grade I unit.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 220 Cities, Community, and Society

This course examines the changing nature of cities and the forms of the community life which they make possible. Themes include modernization, individualism, and the loss of community; the interplay of spatial, economic, and cultural factors in shaping cities; the role of technology in urbanization; the city/country relationship and the rise of the modern suburb; work, leisure, and urban subcultures; images of the city in popular culture; and international trends in urbanization. The course involves two emphases: a focus on urban life as it is experienced in everyday contexts, and a focus on broader historical and structural forces which have shaped the urbanization process. Students will gain first-hand experience with urban field studies through class field trips and individual projects.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 232 Visualizing Inequality: Exploration through Documentary Film

The course involves close study of major documentary films to analyze inequality based on class, race, and gender, and to develop skills of social interpretation. The course uses primarily the films of Frederick Wiseman: *Welfare, High School, Juvenile Court, Law and Order, Hospital, The Store, Model, Meat.* We compare these films to other styles of ethnographic and documentary film.

Prerequisite: One Grade I unit.
Distribution: Arts, Music, Theatre, Film, Video or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 300 Methods of Social Research I

Ms. Levitt, Mrs. Silbey

This is the first of a two course sequence. Using classic examples of social research as models, this course provides an overview of several research methods used in sociology (but also in other social sciences, policy analysis, and similar fields). Students will explore and practice ways of collecting and analyzing qualitative data including ethnographic fieldwork, participant observation, and interviewing. Discussion sessions and field exercises will also explore the logic of empirical social science; ethical issues and politics of social research; issues of research design, causation, and explanation; issues of conceptualization and measurement; participant and non-participant observation; structured and unstructured interviewing; and focus groups. Students may take the fall semester without enrolling for the spring, although both courses are required for Sociology majors.

Prerequisite: One unit of Sociology, or another course in social and behavioral analysis (SBA). Required of all majors.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 301 Methods of Social Research II

Ms. Levitt, Mrs. Silbey

The second semester of this two course sequence focuses on quantitative methods of data collection and analysis. Beginning with modes of data presentation, students will practice with existing data sets to describe and explain social variation in different populations. Building on this extension of basic statistics (SOC 199), this course will be primarily devoted to an examination of the logic of survey analysis from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Discussion sessions and exercises will address issues of sampling, validity and reliability; models of causation and elaboration; data coding, cleaning and analysis. The course will also review multiple methods of research, content analysis, traingulation, and case studies.

Prerequisite: SOC 199, 300, or permission of the instructor. Required of all majors. For first-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 314 Medical Sociology and Social Epidemiology

Mr. Imber

Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying; movements for alternative health care.

Prerequisite: One Grade II unit or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 315 Women and Immigration

The Staff

This seminar focuses on the role of women in migration and community settlement, family strategies of survival and adaptation, and the construction of immigrant cultures and gender roles. We will first examine theories of migration and then proceed to look at the history of immigration to the United States in the 19th and 20th centuries. The final third of the course will focus on the adaptation of immigrant ethnic groups in the 1980s and 1990s, and contemporary social policy on immigration.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 316 International Migration and Transnationalism

Ms. Levitt

Migration scholars traditionally believed that immigrants assimilated into their host societies. Recent studies reveal, however, that some contemporary migrants remain connected to their countries of origin as well as the countries they enter. What are the implications of these ties for immigrants' host societies and the countries they leave behind. This seminar is organized around these questions and examines current theoretical and policy debates and case studies from Latin America, Europe, and Asia.

Prerequisite: One Grade II Unit or by permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 324 Seminar. Social Change

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 333 Seminar. Special Topics in Sociology

The Staff

Topic for 1997–98: To Be Announced

Prerequisite: One Grade II unit or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 338 Seminar. Topics in Deviance, Law and Social Control

Prerequisite: One Grade II unit or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 349 Professions and Professional Ethics

An examination of the social and cultural forces that lead to the creation of professions. What types of work are regarded as professions? What types of ethical obligations pertain to work defined as professional? What does it mean to be a professional? An overview of the rise of modern professional organizations, including law and medicine.

Prerequisite: One Grade II unit or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SOC 360 Senior Thesis Research

Students must complete all major requirements prior to enrolling. Students are encouraged to take SOC 350, Research or Individual Study, with an instructor of their choice in preparation for thesis work.

Prerequisite: By permission of department. See Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SOC 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

AFR 305

African-American Feminism

EXTD 103

Introduction to Reproductive Issues

EXTD 203

Ethical and Social Issues in Genetics

EXTD 299

Propaganda and Persuasion in the Twentieth Century

Directions for Election

Sociology studies human interaction and how people collectively give meaning to their behavior and lives. The scope of sociology — human social life, groups, and societies — is extremely broad, ranging from the analysis of passing encounters between individuals in the street to the investigation of global change. Sociology examines systematically those patterns of interactions that are regularly and continuously repeated and reproduced across time and space, such as families, formal organizations, or legal systems. This exploration is conducted across many cultures and historical periods describing how social forces (class, gender, race, age, culture) shape individual experience.

A sociology major must include at least nine courses. The core of the department major consists of five required courses (Sociology 199, 200, 201, 300, 301) which emphasize basic concepts, theory, and research methods that are the foundation of Sociology, but also useful in a range of social sciences and professions. Permission to take a required course for the major elsewhere must be obtained from the department chair in advance. Students must also take at least four additional courses exploring the range of substantive topics in sociology (for example demography, social problems, immigration, social change and development, race and ethnicity, medicine and epidemiology, science and technology, mass media and popular culture, deviance, criminology, and law).

Choosing courses to complete the degree and the major requires careful thought and planning. Sociology majors are encouraged to explore the full range of disciplines and subjects in the liberal arts, and they should consult a faculty member to select courses each term and to plan a course of study over several years. It is recommended that students complete the sequence of theory and methods courses by the end of their junior year in order to conduct independent research and honors projects during their senior year. If a major anticipates being away during all or part of the junior year, the research methods sequence (SOC 300 and 301) should be taken during the sophomore year.

A minor in sociology (6 units) consists of: any Grade I unit, Sociology 200 and 4 additional courses, one of which must be a Grade III unit. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

Spanish

Professor: *Agosin (Chair), Gascón-Vera, Roses*

Visiting Professor: *Pizarro*

Associate Professor: *Vega*[A]

Visiting Associate Professor: *Dupláa*

Assistant Professor: *Hall, Orellana-Myermann, Ramos, Syverson-Stork, Webster*[A]

Lecturer: *Renjilian-Burgy*

Courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Courses 101–102 [100] and 201–202 [102] are counted toward the degree but not toward the major.

Qualified juniors are encouraged to spend a semester or a year in a Spanish speaking country, either with Wellesley's PRESHCO program in Córdoba, Spain, or another approved program. See p. 72. To be eligible for study in Córdoba for one or two semesters in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO), a student must be enrolled in 241 [201] or higher level language or literature course the previous semester.

All courses in the Spanish Department (with the exception of 350, 360, 370) fulfill the Group A distribution requirement.

SPAN 101–102 Elementary Spanish

The Staff

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied activities. Oral presentations. Cultural readings and recordings. Language laboratory exercises. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to all students who do not present Spanish for admission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SPAN 201–202 Intermediate Spanish

The Staff

Intensive review of all language skills and introduction to the art, literature and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Language laboratory exercises. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Two admission units in Spanish or 101–102.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

SPAN 241 Oral and Written Communication

Ms. Renjilian-Burgy and Staff

Practice in oral and written expression at the advanced level. Through frequent oral presentations, essays, readings on Hispanic cultures, and the study of audio and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Students will also work in Spanish with Internet resources, CD-Rom and Hypertext. Two periods per week.

Prerequisite: 201–202 or four admission units or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

SPAN 242 Linguistic and Literary Skills

Ms. Renjilian-Burgy and Staff

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by modern Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure. Two periods.

Prerequisite: Open to students presenting three admission units or permission of the instructor.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

SPAN 243 Spanish for Spanish Speakers

Ms. Pizarro

Review of spoken and written Spanish for native and near-native students who are already conversant in Spanish, but who have not engaged in extensive formal language study. Readings will be taken primarily from Latino writers and texts dealing with Latino experiences in the US. Emphasis will be placed on revision of written work, and syntactical and grammatical analysis.

Prerequisite: Permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 245 Texts of Desire: Latino/a Writing and Performance

Analyses of selected written and performance texts by Latino/a artists, with particular focus on the intersection of categories of race/ethnicity and sexuality. Areas of focus include the construction of Latino literary canon; bilingual/bicultural literature; essentialist/constructionist debates and literary analysis; Latinas and the creation of Third World Feminism; and cultural theories of desire. Authors, performance artists and film-makers include Luis Alfaro, Gloria Anzaldúa, Reinaldo Arenas, Ana Castillo, Sandra Cisneros, Arturo Islas, Cherríe Moraga, Miguel Muñoz, Frances Negrón-Muntaner, Richard Rodríguez, Ela Troyano and Alma Villanueva. *Taught in English. Reading knowledge of Spanish helpful.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 251 Freedom and Repression in Latin American Literature

An introduction to the literature of the Latin American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana Inés de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 252 Christians, Jews, and Moors: The Spirit of Spain in its Literature

Ms. Gascón-Vera

Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *Poema del Cid*, Maimónides, Ben Sahl de Sevilla, *La Celestina, Lazarillo de Tormes*, Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, San Juan de la Cruz, Calderón de la Barca.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 253 The Latin American Short Story

Ms. Roses

In-depth analysis of realistic and fantastic short stories of contemporary Latin America, including stories by Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Manuel Rojas, María Luisa Bombal, Juan Rulfo, Gabriel García Márquez, and Elena Poniatowska. Special emphasis on the emergence of women as characters and as authors.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 254 Censorship and Creativity in Spain (1936 to 1987)

A study of the struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. Special attention will be devoted to the literature of the Civil War and exile. Authors include Mercè Rodoreda, Camilo J. Cela, and Eduardo Mendoza.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 255 Chicano Literature: From the Chronicles to the Present

Ms.Renjilian-Burgy

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and musical forms such as corridos. A critical analysis of the themes and styles of contemporary writing. Works by Luis Valdez, Rodolfo Anaya, Tomás Rivera, Gloria Anzaldúa, Cherríe Moraga, Sandra Cisneros and others.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 256 Nineteenth Century Spanish Society as Seen by the Novelist

The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 257 The Word and the Song: Contemporary Latin American Poetry

Ms. Agosin

A study of the major twentieth-century poets of Latin America, focusing on literary movements and aesthetic representation. Poets to be examined include Vicente Huidobro, Gabriela Mistral, Octavio Paz and César Vallejo.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 259 Women Writers of Latin America

An exploration of the aesthetic, social and cultural representation of twentieth century Latin American women writers. Emphasis will be placed on the relationship between literary production and social reality, the role of the writer in shaping national identities, the emergence of a shared feminist consciousness, and the process of self-representation as part of an historical movement. Authors to be read include María Luisa Bombal, Delmira Agustini, Rosario Castellanos, Luisa Valenzuela, Nancy Morejón, Elena Poniatowska, and Diamela Eltit.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 260 Women Writers of Spain, 1970 to the Present

A selection of readings—novels, poetry, essays, theater—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaite, Rosa Montero, Esther Tusquets, Adelaida García-Morales, Cristina Fernández-Cubas. A close study of the development of their feminist consciousness and their response to the changing world around them.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 261 Mexico: Literature, Art, Rebellion

An exploration of twentieth-century Mexican culture from the Revolution of 1910 to the Chiapas rebellion of New Year's Day 1994. A comparison of the novel of the Revolution (Mariano Azuela, Martín Luis Guzmán) and the Indian-centered novel (Rosario Castellanos) with works by Juan Rulfo and Carlos Fuentes. Discussion of documentary and testimonial narratives that emerge from student rebellion and changing social and artistic consciousness. In order to examine how word and image combine into a single cognitive experience, readings will be amplified by visual works, some inspired by social themes and others oriented toward portraiture, abstraction, and photography.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 263 Latin American Literature: Fantasy and Revolution

The interrelation between sociopolitical and aesthetic issues in the discourse of contemporary Latin American writers, including Carlos Fuentes, Manuel Puig, Octavio Paz, Isabel Allende, and Juan Rulfo. Special attention will be given to the imaginative vision of Gabriel García Márquez. *In English.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 265 Introduction to Latin American Cinema

This course will explore the history of Latin American cinema, spanning three decades from the early 1960s to the present. Different forms of cinematic expression will be explored: narrative film, the documentary, the cinema of exile, and others. Issues of national culture and identity, as well as cultural exchanges of films between Latin America and abroad will be addressed. In addition to the films themselves, students will be required to read selected works on film criticism and several texts which have been converted into films. Films to be analyzed include those of María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

SPAN 266 Centuries at their End: Spain in 1898 and 1998

Ms. Dupláa

An examination of late 19th- and 20th-century historical events and cultural/artistic production. Employing contemporary notions of globalization and cultural hybridity, students will examine Spanish culture and thought during two decisive periods. For the 19th century, topics include Antoni Gaudí, Pablo Picasso, Concepción Arenal, Emilia Pardo Bazán, Miguel de Unamuno, Ramón María del Valle Inclán, Juan Ramón Jiménez, Manuel Machado and early Spanish cinema; and for the 20th century, Pedro Almodovar, Javier Marías, Rosa Montero, Montserrat Roig, Javier Mariscal, and Rafael Moneo.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 267 The Writer and Human Rights in Latin America

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the seventies to the present, we will explore the ways in which literature depicts issues such as: censorship and self-censorship; the writer as journalist; disappearances; exile; testimonial writing; gender and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Alegría, and others will be studied.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

SPAN 269 Caribbean Literature and Culture

An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Márquez, Luis Palés Matos, Pedro Juan Soto.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Twentieth Century Latin American Literature

A close reading of selected texts that illustrate the intersection of African, Spanish and Indigenous oral and literary traditions. Genres include autobiographies, novels and poetry. Individual authors to be studied include Domitila Barrios, Rigoberta Menchú, Esteban Montejo, López de Albújar, Nancy Morejón and Tato Laviera. Topics include the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation state, and the uses of contemporary race and gender theory in literary analysis.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 272 Spanish Civilization and Culture

Mr. Ramos

An examination of Spain's multicultural civilization and history, from the prehistoric cave paintings of Altamira to the artistic "movida" of post-Franco Spain. Literary, historical, artistic and anthropological readings will inform our understanding of recurrent themes in Spanish national ideology and culture: Spain as a nexus between Christian, Jewish and Islamic thought; regionalism, nationalism and internationalism; religion and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 273 Latin American Civilization

Ms. Pizarro

An introduction to the multiple elements constituting Latin American Culture. An examination of the principal characteristics of Spanish colonialism and Creole nationalism will inform our general understanding of Latin American culture today. Readings and class discussions will cover such topics as the military and spiritual conquest, the Indian and African contributions, the emergence of *criollo* and *mestizo* discourses, and gender and race relations. Readings will include the works of contemporary Latin American writers, film-makers, and historians.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 275 The Making of Modern Latin American Culture

The Staff

An examination of the principal characteristics of the search for identity and independence of the emerging Latin American nations as expressed in literary, historical, and anthropological writing. We will examine the experience of each of four distinct regions: Mexico and Central America, the Caribbean, the Andean countries, and the Southern Cone. Readings will include the works of contemporary Latin American writers, filmmakers and historians. Special attention will be given to the relationship between social issues and the evolution of literary form.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 287 Women in the Americas: Empowering Diversity

Ms. Agosin

This course will analyze the ways in which women of the Americas have performed acts of justice and human rights. Though literary, historical, anthropological and political readings, we will examine critical issues such as the struggle for social justice in Latin America and the United States; immigration; domestic violence and reproductive rights.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 300 Seminar. Honor, Monarchy and Religion in the Golden Age Drama

Ms. Gascón-Vera

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Cervantes and Ruíz de Alarcón, Tirso de Molina, Calderón. *Offered in alternation with 302.*

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 302 Cervantes

A close reading of the *Quixote* with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, history versus fiction.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 303 Creative Writing in Spanish

This course will explore the craft of writing poetry and short stories in Spanish. Attention will be given to the study of aesthetics as well as craft in lyrical works and short narratives. Emphasis will be placed on discussion of student work, focusing on basic skills and grammatical knowledge required for creative writing in a foreign language. Readings from Latin America's most distinguished authors will be assigned.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 305 Seminar. Hispanic Literature of the United States

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrá, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarín, Edward Rivera.

Prerequisite: Open to senior majors or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 311 Seminar. The Literary World of Gabriel García Márquez and the Post-Boom

Ms. Roses

An in-depth study of the literary career of Gabriel Garciá Márquez, from his beginnings as a newspaper reporter in his native Colombia to his emergence as a major novelist and short story writer. Emphasis on his achievements as a Latin American writer and a universal and cosmopolitan figure. Works to be read include: *El coronel no tiene quién le escriba, La mala hora, La hojarasca, Cien años de soledad, El otoño del patriarca and Crónica de una muerte anunciada.*

Prerequisite: Open to students who have taken two Grade II units including one unit in literature. Open to senior majors or with permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a revision of the historical motivations of the Buñuel perspective: Marxism, Freudianism and Surrealism as depicted in selected films of Buñuel, from his first *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977).

Prerequisite: Open to senior majors or with permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

SPAN 317 Seminar. The New World in Its Literature: Conquest and Counter-Conquest

Exploration of five major figures of Spanish America: Columbus, Las Casas, Sahagún, El Inca Garcilaso de la Vega, and Sor Juana Inés de la Cruz. Readings from some of their most significant texts and related modern texts. Topics include the emergence of Latin America, politics and "barbarism," the first fight for human rights, Aztec and Inca thought, and the defense of women's right to knowledge.

Prerequisite: Open to senior majors or with permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 318 Seminar. Love and Desire in Spain's Early Literature

Medieval Spain, at the nexus of the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove's Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic "kharjas"; the Galician "cantigas d'amigo"; the Catalan lyrics of Ausias March; Diego de San Pedro, *Cárcel de Amor*; and Fernando de Rojas, *La Celestina.*

Prerequisite: Open to senior majors or with permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 324 Seminar. Avant-Garde and Modernity in Spain

Using a wide variety of literary texts, paintings, and cinema, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between the Spanish and mainstream European Avant-Garde: main figures will include Federico García Lorca, Ramón de la Serna, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Guillermo de Torre, Salvador Dalí and Pablo Picasso.

Prerequisite: Open to senior majors or with permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

SPAN 327 Seminar. Latin American Women Writers: Identity, Marginality and the Literary Canon

Ms. Agosin

An examination of twentieth-century women writers from Latin America. Perspectives for analyses will include questions of identity (national, ethnic/racial, religious, sexual, gender), the extent to which Afro-Hispanic, Indigenous and non-Christian writers constitute distinct, marginalized groups in Latin American literature, and a comparison of issues regarding identity in selected canonical and non-canonical writers. Texts for discussion include works by Gabriela Mistral, Remedios Varos, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli and Victoria Ocampo.

Prerequisite: Open to junior and senior majors.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 350 Research or Individual Study

Prerequisite: Open by permission of the instructor to seniors who have taken two Grade III units in the department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SPAN 360 Senior Thesis Research

Prerequisite: By permission of department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SPAN 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross-Listed Courses

For Credit

HIST 206

Introduction to the History of Latin America

PEAC 259

Peace and Conflict Resolution.
Topic for 1997–98: Women and Human Rights Law

Directions for Election

Students who begin with 101–102 [100] in college and who wish to major should consult the chair in the second semester of their first year.

A minimum of 8 units must be presented for the Spanish major and must include: 241 [201] or 242 [202]; and at least two 300 level units, including a seminar during the senior year. The major should ordinarily include an overview of early Spanish literature (252) [206], early Spanish American literature (251) [205], and 302.

Upon approval from the department, up to four courses per semester taken during study abroad in Spain or Latin America may be counted toward the major. The goals of a comprehensive program are: (a) oral and written linguistic proficiency, (b) ability to interpret literary texts and (c) a general understanding of the evolution of Hispanic culture.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the structured individual major in Latin American Studies, which allows students to choose from a list of courses in seven different departments, including Spanish. Majors devise their own programs in consultation with the Directors of Latin American Studies. See p. 218.

Teacher Certification: Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Ms. Renjilian-Burgy and Ms. Beatty of the Department of Education.

Technology Studies Program

The Technology Studies Program offers students whose primary interests lie in the humanities and social sciences opportunities to develop the skills necessary to understand and evaluate technological innovations. The program consists of Technology Studies and cross-listed courses with such diverse topics as design and distribution of technological artifacts, photographic processes and electronic imaging, artificial intelligence, computer modeling of music, demography and social planning, biotechnology, light and lasers, medical ethics, the history of technology, women and technology, technology in the third world, energy policy and nuclear power. In 1997–98, students can elect individual cross-listed courses, in consultation with an instructor in Technology Studies, in addition to their major in a department or interdepartmental program.

TECH 140 Television Technology and Projects Workshop

The general availability of sophisticated video equipment is expanding the uses of television beyond the broadcast arena. Scientific research, legal cases, sports medicine and advances in teaching and training are only a few of the current applications. Video technology is also merging with computers in such applications as computer-controlled videodisc players, CD-ROM's and image digitization. This course will provide students the opportunity to learn about video technology and acquire sufficient competence to develop projects related to their particular interests. The scientific and engineering aspects of video technology will be studied first as a background for hands-on experience with video production and post-production work. Students will design, produce and present their own projects during the term.

Prerequisite: File application in the Physics department. Written permission is required of all students.
Distribution: This course carries one unit of nonlaboratory Group C credit.
Semester: N/O Unit: 1.0

TECH 200 Medical Technology and Critical Decisions

Examination of new options created by technology in medicine and of quantitative methods for helping to make reasoned decisions and choices by patients, doctors, and society. Study of amniocentesis and other medical decision problems including the influence of individual and societal values. Development of the necessary background and skills in science and probability. Hands-on experience with scientific and engineering devices and computer modelling of decision-making processes.

Prerequisite: One college mathematics course, or permission of the instructor.
Distribution: This course carries one unit of nonlaboratory Group C credit.
Semester: N/O Unit: 1.0

TECH 209 Women and Technology

An examination of the impact of the new technologies of the nineteenth and twentieth centuries on women, with a particular focus on household technology and office automation.

Prerequisite: None
Distribution: Social and Behavorial Analysis
Semester: N/O Unit: 1.0

Cross Listed Courses

BISC 107

Biotechnology

CS 115

Robotic Design Studio

CS 215/ARTS 215

The Art and Science of Multimedia

ECON 228

Environmental and Resource Economics

MATH 250

Topics in Applied Mathematics

PHIL 249

Medical Ethics

PHYS 222

Medical Physics

POL3 327

International Organization

Theatre Studies

Instructor: *Arciniegas, Beckett, Loewit*

Director of Theatre: *Hussey*

Production Manager: *Loewit*

All courses in the Theatre Studies Department (with the exception of 250 and 350) fulfill the Group A distribution requirement.

THST 203 Plays, Production, and Performance

Ms. Hussey

Principles and practice of the related arts which make up the production of a play in the theatre. Analysis of the dramatic script in terms of the actor, the director, the scenic, costume and lighting designers, and the technicians. Practical applications of acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "mini production" which is presented for an audience.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.25

THST 204 Techniques of Acting

Ms. Beckett

An introduction to the vocal, interpretive and physical aspects of performance. Improvisation, movement and character development for the novice actor. Emphasis is placed on applying textual understanding to the craft of acting.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

THST 205 Acting and Scene Study

Study of the performed scene as the basic building block of playwright, director, and actor. Scenes from plays ranging from Greek tragedies to modern dramas will be rehearsed and performed in the appropriate period style for class critiques. Emphasis will be placed on thorough preparation and analysis as well as performance ability.

Prerequisite: 203 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

THST 206 Directing and Dramaturgy: The New Alliance for the Next Century

Ms. Hussey

This course combines the analytical and discursive writing skills of the dramaturge with the theatrical and practical application as performed by the director. Particular emphasis will be placed on the historical and social significance of previous productions and the effect on interpretation in this decade. Students will work in teams and will present their research and the resulting theatrical entity in weekly scene presentations. Students will alternate positions and be expected to provide probing intellectual questions to each other while working collaboratively. Dramatic material will be drawn from a wide variety of world literature.

Prerequisite: 203 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 0.5

THST 207 Stagecraft for Performance

Mr. Loewit

Study of the craft and theory of the production arts in the theatre. The course will cover the process, the designers function in the production: creating working drawings, problem solving, use of theatrical equipment and alternative media for the realization of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships.

Prerequisite: 203 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

THST 212 Representations of Women on Stage

The Staff

Study of the specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing primarily on what a public and popular art says and implies about women: their "nature", their roles, their place in the society reflected, their options for individuality and for activity affecting others, etc. Consideration of the male dominance in both playwrighting and performance in historic cultures.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring. N/O in 1998–99. Unit: 1.0

THST 220 Classic Plays in Performance

A historical survey of dramatic texts as realized in performance. Videotapes of performances approximating the original production style will be utilized in this study. Class discussion will also incorporate analysis and comparison of the women who have shaped and created the theatre as actresses, directors, designers and producers. Analytical and critical writing skills are emphasized in written critiques. Students will contrast and compare contemporary events with the events in dramatic texts.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1998–99. Unit: 1.0

THST 250 Research, Independent Study or Apprenticeship

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

THST 315 Acting Shakespeare

Mr. Arciniegas

Study and practice of skills and techniques for the performance of scenes, monologues and the realization of theatrical characters from Shakespeare's texts. Speeches and scenes performed for class criticism. Class will be subdivided by instructor according to skill levels. Students are expected to rehearse and prepare scenes outside of class time.

Prerequisite: 203, 204 and 205 or by permission of the instructor after audition.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall. N/O in 1998–99. Unit: 1.0

350 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Theatre Studies

AN INDIVIDUAL MAJOR

Director: *Hussey*

A major in Theatre Studies may be designed according to the provision of the Individual Major option.

Early consultation with the director is essential because some of the relevant courses are not offered every year and careful planning is necessary.

Students electing to design an individual major in Theatre Studies will usually take a least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley. Extensive courses are offered in the Drama program at MIT, and certain students may elect courses at Brandeis University.

Since developments in the theatre arts are a result of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning an individual major in Theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations.

In addition to the offerings of the Theatre Studies Program, the following courses count towards an individual major in Theatre Studies:

AFR 207
Images of African People through the Cinema

AFR 222
Images of Blacks and Women in American Cinema

AFR 266
Black Drama

ARTS 165
Introduction to Video Production

ARTH 364
Women Filmmakers: History and Theory of Subversion

CHIN 243
Chinese Cinema

CLCV 210/310
Greek Drama in Translation

ENG 112
Introduction to Shakespeare

ENG 223
Shakespeare Part I: The Elizabethan Period

ENG 224
Shakespeare Part II: The Jacobean Period

ENG 324
Advanced Studies in Shakespeare

ENG 325
Seminar: Advanced Studies in Sixteenth and Seventeenth Century Literature

ENG 335
Advanced Studies in Restoration and Eighteenth Century Literature. Topic for 1997–98: The Sublime.

EXTD 231
Interpretation and Judgment of Films

FREN 213
From Myth to the Absurd: French Drama in the Twentieth Century

FREN 240
Images of Women in French Film

FREN 303
Advanced Studies in the Seventeenth and Eighteenth Centuries: Corneille, Moliere, Racine

FREN 314
Cinema: Francois Truffant

FREN 321
Seminar: Women Playwrights at the Comedie Francaise

ITAL 261
Italian Cinema (in English)

JPN 251
Japan Through Literature and Film

PHIL 203
Philosophy of Art

RUSS 253
Russian Drama

SPAN 261
Mexico: Literature, Art, Rebellion

SPAN 300
Seminar: Honor, Monarchy and Religion in the Golden Age Drama

TECH 140
Television Technology and Projects Workshop

Other Courses may on occasion be counted towards the Theatre Studies Individual Major.

Women's Studies

Professor: *Bailey, Hertz*^{A2}, *Reverby*

Associate Professor: *Kapteijns (Chair)*

Assistant Professor: *Creef*^{A}, *Patel*

Visiting Assistant Professor: *Dawit*

Courses in the Women's Studies Department (with the exception of 350, 360, 370) fulfill the Group A, Group B^1, or Group B^2 distribution requirement as indicated.

WOST 111 American Families

Ms. Hertz

This course looks at the rise of the modern family from a comparative perspective. Class discussion will focus on the nature and role of the family and its function for individuals and society. Students will be introduced to controversies over the definition and the "crises" of changing family forms and family values, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined as well as ethnicity, race and immigration; dual-career couples and working-class families will be emphasized.

Prerequisite: Open to all students except those who have taken Sociology 111.
Distribution: Social and Behavioral Analysis/B^2
Semester: Fall Unit: 1.0

WOST 120 Introduction to Women's Studies

Ms Dawit, Ms Patel

Introduction to the interdisciplinary field of Women's Studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity and sexuality will be studied. Exposure to some of the critiques made by Women's Studies' scholars of the traditional academic disciplines and the new intellectual terrain now being mapped. Consideration of one of the central dilemmas of contemporary feminist thinking: the necessity to make gender both matter and not matter at the same time.

Prerequisite: None
Distribution: Language and Literature or Social and Behavioral Analysis/B^1
Semester: Fall, Spring Unit: 1.0

WOST 208 The Social Construction of Gender

The Staff

This course discusses the ways in which the social system and its constituent institutions create, maintain and reproduce gender dichotomies. Gender is examined as one form of social stratification and studied in the context of identity formation, emphasizing the relationship between gender, race, ethnicity and social class. The processes and mechanisms that institutionalize gender differences will be considered in a variety of contexts: political, economic, religious, educational and familial. We will examine some deliberate attempts to change gender patterns.

Prerequisite: Open to all students, except those who have taken Sociology 208.
Distribution: Social and Behavioral Analysis/B^2
Semester: Spring Unit: 1.0

WOST 220 American Health Care History in Gender, Race and Class Perspective

Ms. Reverby

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how have gender, race and class affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Prerequisite: 120, 208, 222 or permission of the instructor.
Distribution: Historical Studies/B^1
Semester: Spring Unit: 1.0

WOST 222 Women in Contemporary American Society

Ms. Reverby

This course examines the transformations and continuities in the lives of women in the United States since World War II. We will look critically at the so-called "happy days" of the 1950s, the cultural and political "revolutions" of the 1960s and early 1970s, and the shifts in consciousness over the last five decades. The rise and changes in feminisms and the women's movement will receive special attention. Emphasis will be placed on the differing communities of women and how they have balanced the so-called "private," "public," and "civic" spheres of their lives.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis/B^1
Semester: Fall Unit: 1.0

WOST 235 Cross Cultural Sexuality

Ms. Patel

Examination and exploration of sexuality from cross-cultural perspectives, focusing on the production of sexuality in the context of different disciplines — literature, anthropology, history and sociology. Course will address the intersections between sexual and socio-cultural, political and economic discourses. How is sexuality constructed in relation to other considerations, ideological, social and political? How are sexual "norms" established, circulated and maintained in different cultures and at different historical junctures? What if anything constitutes sexual otherness in different cultures? How is this negotiated in a global economy and how is it represented under variable conditions? How do different descriptions of sexual behavior interact with the discourses of identity politics and queerness as constituted in the US?

Prerequisite: 120, 222, or 250
Distribution: Historical Studies or Language and Literature/B[1]
Semester: Spring Unit: 1.0

WOST 248 Asian American Women Writers

This course surveys the historical development of Asian American women's literature. Among the questions central to our examination: How is Asian American writing positioned within the larger field of American literature (as well as within the subfields of other ethnic minority literatures)? Is there such a thing as a "canon" in Asian American literature? The first half of this course will survey the literature of Asian American women writers since the early 20th century (including autobiography, fiction, and poetry) in their social and historical contexts. During the second half of the semester we will look at the work of contemporary writers and interrogate, for example, the commercial success of such writers as Maxine Hong Kingston and Amy Tan.

Prerequisite: Written permission of the instructor.
Distribution: Language and Literature/A
Semester: N/O Unit: 1.0

WOST 250 Asian Women in America

This course uses an interdisciplinary framework to examine the ways in which Asian and Asian American women have been both objects as well as subjects of investigation, documentation, and representation in such diverse arenas as film, literature, history, anthropology, and political economy.

Prerequisite: None
Distribution: Historical Studies or Language and Literature/B[1]
Semester: N/O Unit: 1.0

WOST 275 Passing: Transforming Identities in History and Representation

Ms. Patel and Ms. Reverby

Passing from one identity to another has been a social phenomenon that has existed in different cultures for centuries. Familiar forms of passing have included instances of minority ethnic, religious or racial community members passing as members of the majority community; women passing as men; gays passing as straight; people with disabilities passing as able-bodied, etc. This course will explore the social and political economies that demand or facilitate different forms of passing and the conditions under which gender, sexuality, class, race, disability and religion are the identities shifted. Questions to be considered will include: under what circumstances do individuals and groups opt or become forced to pass for survival, and under what conditions do some people come back out? What fears around (and popular reactions to) passing circulate? How is the phenomenon of passing represented in different media? If identities become more fluid, is there less pressure to pass?

Prerequisite: 120 or 222 recommended, written permission of the instructors required.
Distribution: Historical Studies or Language and Literature/B[1]
Semester: Fall Unit: 1.0

WOST 300 Classics and New Conventions in Social Research

This course will focus on reading empirical studies in the social sciences. Contemporary and classic works will be compared in order to discuss differences in methodological, theoretical and empirical findings from the Chicago School of Sociology to the present period. Readings have been selected in order to look at how social processes are similar across differing social settings and topics. Several core concerns of social science will be emphasized: socialization, social control, social change, and social inequality. Special attention in the second half of the course will be paid to how feminist and other post-modern ethnographers portray the social reality of their subjects, present themselves to readers and deal with the ethical dilemmas they face in collecting data and writing up their findings in comparison to earlier classical writers. We will explore how feminist and post-modernist critiques of classical ethnographies have altered dominant paradigms and epistemologies, challenging and changing our understanding of the social world and how it works. These scholars have created new conventions in social research.

Prerequisite: Permission of the instructor required.
Distribution: Epistemology and Cognition/B[2]
Semester: N/O Unit: 1.0

WOST 301 Seminar. The Politics of Caring

This seminar examines how and why caring is assumed to be a significant part of female character and women's work. Critical examination of explanations of women's roles as caregivers and nurturers, including biosocial, psychoanalytic, and socialization theories and research. Critique of the philosophical debates about caring. Historical study of the work of caring: the relationship between women's unpaid labor in the home and the work of caring in paid occupations and professions, such as medicine, nursing, day care and social work. Study of how caring has become politicized and the basis for women's political action.

Prerequisite: Open to Juniors and Seniors with written permission from instructor. WOST 120, or 222, or 220 or Psychology 303 required.
Distribution: Social and Behavioral Analysis/B[1]
Semester: N/O. Offered in 1998–99. Unit: 1.0

WOST 304/AFR 303 African Women and Activism

Ms. Dawit

A query into African feminist activism and political organizing in Africa and in exile. Through close readings of creative and political works by African women from the 1940s to the present, we will chart the path of a movement. Based on the work of social scientists, historians, poets, novelists, playwrights, filmmakers and other activists, we will identify intersections, divergences and continuities in politics, vision and other commitments. Among the broader questions we will explore: What is Activism, theory and practice, and are African women doing it? How do women locate themselves and their work within the African Women's Movement and in the International Women's Movement? *Students may register for either WOST 304 or AFR 303. Credit will be given in the department in which the student is registered.*

Prerequisite: Written permission of the instructor.
Distribution: Social and Behavioral Analysis/B[2]
Semester: Fall Unit: 1.0

WOST 305 Seminar. Representations of Women of Color in the U.S.

A feminist cultural studies approach to the theories and methodologies of the representation of men and women of color in literature, film, art, and photography. This course surveys the development of contemporary U.S. third world feminism and employs multiple readings in Asian American, Pacific Island, African American, Latina/Chicana, and Native American cultural criticism that position the body as an historical category that possesses and/or performs race, class, gender and sexuality.

Prerequisite: 120, 222, or 224; or Africana Studies 212, 222, 230 or 305; or English 114, 364, or 383; and permission of the instructor.
Distribution: Art, Music, Theatre, Film, Video or Language and Literature/B[2]
Semester: N/O. Offered in 1998–99. Unit: 1.0

WOST 311 Seminar. Family and Gender Studies: The Family, the State and Social Policy

Ms. Hertz

Analysis of problems facing the contemporary U.S. family and potential policy directions in the 1990s. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. *Enrollment is limited.*

Prerequisite: Preference will be given to students who have taken family or gender related courses in anthropology, history, psychology, political science, sociology, or women's studies. Admission by written application prior to registration. Not open to students who have taken Sociology 311.
Distribution: Social and Behavioral Analysis/B[2]
Semester: Fall Unit: 1.0

WOST 312 Seminar. Feminist Inquiry

In all social science disciplines (and the humanities) feminists are questioning the implicit male paradigms, methodological choices and theoretical assumptions in order to transform their discipline. The hope of these thinkers is that we will have a more complete understanding of the social world. This course will examine the current revolution in attempts to rethink gender and other cultural biases in order to produce less distorted accounts of social life. The course will draw upon theoretical, methodological and empirical examples from this new body of social research. We will read different "standpoint" theorists and their various attempts to understand power relations and revise knowledge as they construct the social world from personal understandings. We will examine issues of feminist epistemology including objectivity versus subjectivity in research, the nature of data, the researcher's relationship to her respondents in the first and third worlds, voice and reflexivity, post-modernism and experimental ethnographies. *It is recommended that students have taken courses in methods and theory before enrolling in this seminar.*

Prerequisite: Permission of the instructor is required.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis/B[1]
Semester: N/O Unit: 1.0

WOST 317 Seminar History of Sexuality: Queer Theory

Ms. Patel

This seminar will introduce the concepts central to queer theory, starting with Foucault and Laqueur and discussions of sexual difference and deviance. It will examine queerness in its various manifestations and practices, butch-femme, transgendering, cross-dressing, bisexuality and third gender. The conflicts and continuities between identity politics and queer identities will be explored in the context of racialization, class, and different-abledness and under the markers of nationhood and subalternity. Finally, what impact do the debates on the production of sexuality in different sites (African American, Native American, Latino, Asian American and non-US) and historical periods have on theories of queerness?

Prerequisite: Open to juniors and seniors with written permission of the instructor.
Distribution: Epistemology and Cognition or Language and Literature/B[1]
Semester: Fall Unit: 1.0

WOST 324 Seminar: Women's Lives through Oral History

Ms. Reverby

If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres—history, fiction, ethnographies—as a foil to explore the strengths, and limitations, of the oral history approach.

Prerequisite: 120, 208 or 222 or History 257. Written permission of the instructor required.
Distribution: Epistemology and Cognition or Historical Studies/B[1]
Semester: Spring Unit: 1.0

WOST 325 International Treaty Law Relative to Women

Ms. Dawit

A close examination of international conventions and agreements on issues of particular concern to women. Through the women's treaties we will explore the most salient concerns of the women's human rights movement. We will learn how issues become agendas become law. Treaties under consideration will include: The Slavery Convention, 1926 and the Supplementary Slavery Convention, 1956; The Convention on the Political Rights of Women, 1953; The Convention on the Elimination of All Forms of Discrimination Against Women 1979; The European Convention on Human Rights, 1953; Inter-American Convention on Human Rights, 1969; The African Charter on Human and Peoples Rights, 1981, and several "lesser" conventions from the International Labour Organization (ILO), UNESCO and WHO. We will examine the central principles of international human rights: equality and non-discrimination as well as theories of the law's relativity or universality.

Prerequisite: Written permission of the instructor.
Distribution: Social and Behavioral Analysis/B[2]
Semester: Spring Unit: 1.0

WOST 330 Seminar. Twentieth Century Feminist Movements in the First and Third World

Examination of the different political theories that explain the emergence of feminist political movements in the 20th century. Cross-cultural exploration of particular histories of different feminist movements. Emphasis will be placed on the theories of feminism in different movements and the actual political practice of these movements. Students will be expected to lead class presentations and to complete a major research paper.

Prerequisite: Open by written permission of the instructor.
Distribution: Social and Behavioral Analysis/B[1]
Semester: N/O Unit: 1.0

WOST 348 Asian American Women in Film and Video

This course will serve as an introduction to Asian American film and video and begin with the premise that there is a distinct American style of Asian "Orientalist" representation by tracing its development in classic Hollywood film over the last seventy-five years. We examine the politics of interracial romance, the phenomenon of "yellow face" drag, and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at the production of what has been named "Asian American cinema" in the past fifteen years. Our focus is on contemporary works—both documentary and feature—that deal centrally with the politics of representation and identity in history and culture. This course draws upon critical materials from film theory, feminist studies, Asian American studies, history and cultural studies.

Prerequisite: One course in either Women's Studies and either film/visual arts or Asian American topics; or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video/B¹
Semester: N/O Unit: 1.0

WOST 350 Research or Individual Study

Prerequisite: Open to seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WOST 360 Senior Thesis Research

Prerequisite: By permission of the department. See pp. 73–74, Honors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WOST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Cross Listed Courses

For Credit

AFR 208

Women in the Civil Rights Movement

AFR 212

Black Women Writers

AFR 217

The Black Family

AFR 222

Images of Blacks and Women in American Cinema

AFR 230

The Black Woman in America

AFR 305

African American Feminism

AFR 318

Seminar. Women and the African Quest for Modernization and Liberation

AFR 335

Women Writers of the English-Speaking Caribbean

ANTH 236

The Ritual Process: Magic, Witchcraft and Religion

ANTH 269

The Anthropology of Gender Roles, Marriage and the Family

ARTH 233

Domestic Architecture and Daily Life

ARTH 309

Seminar. Problems in Architectural History. Topic for 1997–98: Architects and Clients: How Architecture Happens

ARTH 325/ENG 325

Seminar: Fallen Bodies: Visions of Human Imperfection in Early Modern Europe

ARTH 331

Seminar: The Art of Northern Europe. Topic for 1997–98: Gender and Power

ARTH 364

Women Filmmakers: History and Theory of Subversion

ARTS 265

Intermediate Video Production

CHIN 330

Women in Chinese Literature

CLCV 104

Classical Mythology

CLCV 215/315
Women's Life in Greece and Rome

ECON 229
Women in the Labor Market

ECON 243
Race and Gender in U.S. Economic History

ECON 249
Seminar. Marxist and Post-Marxist Economics

EDUC 306
Seminar. Women, Education and Work

EDUC 309
Seminar. Child Care Policy in the United States

EDUC 312
Seminar. History of Child Rearing and the Family

ENG 114
Race, Class, and Gender in Literature

ENG 272
The Victorian Novel

ENG 325/ARTH 325
Seminar. Advanced Studies in Sixteenth and Seventeenth Century Literature.

Topic for 1997–98: Fallen Bodies: Visions of Human Imperfections in Early Modern Europe

ENG 383
The Feminine Political Novel.

Topic for 1997–98: Women in Literature, Culture, and Society

EXTD 202
Multi-Disciplinary Approaches to Abortion

EXTD 203
Ethical and Social Issues in Genetics

EXTD 204
Women and Motherhood

EXTD 300
Ethical and Policy Issues in Reproduction

FREN 208
Women and the Literary Tradition

FREN 240
Images of Women in French Film

FREN 304
Male and Female Perspectives in the Eighteenth Century Novel

FREN 318
Modern Fiction

FREN 319
Women, Language, and Literary Expression

FREN 321
Seminar. Topic: Women Playwrights of the Comédie-Française

FREN 327
The Feminine in Nineteenth Century Texts

FREN 329
Colette/Duras: "A Pleasure Unto Death"

GER 244
German Cinema 1919–1945 (in English)

GER 255
The Woman Question: 1750–1900

GER 329
Readings in Eighteenth Century Literature

HIST 257
History of Women and Gender in America

HIST 294
Immigration in America

HIST 301
Women of Russia: A Portrait Gallery

HIST 342
Seminar. Women, Work and the Family in African History

HIST 345
Seminar. The American South

HIST 348
Seminar. History of Medicine

HIST 354
Seminar. Family History

HIST 364
Seminar. Women in Islamic Society: Historical Perspectives

ITAL 249
Seminar. The Cinema of Transgression (in English)

LANG 238
Sociolinguistics

PEAC 259
Peace and Conflict Resolution.

Topic for 1997–98: Women and Human Rights Law

PHIL 227
Philosophy and Feminism

PHIL 249
Medical Ethics

POL1 320
Seminar. Inequality and the Law

POL2 307
Seminar. Women and Development

POL3 322
Seminar. Gender in World Politics

POL3 331
Seminar. Women, War and Peace

POL4 344
Seminar. Feminist Political Theory

PSYC 245
Cultural Psychology

PSYC 303
Psychology of Gender

PSYC 317
Seminar. Psychological Development in Adults

PSYC 325
Seminar. History of Psychology

PSYC 329
Seminar. Psychology of Adulthood and Aging

PSYC 340
Organizational Psychology

PSYC 347
Seminar. Ethnicity and Social Identity

REL 225
Women in Christianity.

REL 243
Women in the Biblical World

REL 316
Seminar. The Virgin Mary

SOC 209
Social Inequality

SOC 217
Power: Personal, Social, and Institutional Dimensions

SOC 315
Women and Immigration

SPAN 253
The Latin American Short Story

SPAN 259
Women Writers of Latin America

SPAN 260
Women Writers of Spain, 1970 to the Present

SPAN 267
The Writer and Human Rights in Latin America

SPAN 287
Women in the Americas: Empowering Diversity

THST 212
Representations of Women on Stage

Writing Program

Co-Directors: *Lynch, Sides*

Assistant Professor: *Schwartz, Viti*

Lecturer: *Iwanaga, Johnson, Wood*[A]

Writing is central to academic life at Wellesley, and will continue to play an important role in most students' lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. Writing 125 provides a common introductory experience in college-level thinking and writing for all students at Wellesley, and is also assumed to provide the base for writing assigned in later courses. Writing 125 courses are taught by faculty from many departments as well as by a team of writing professionals; all Writing 125 faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, a way to gain entrance to public discourse.

All Writing 125 courses have the primary goal of helping students establish a useful writing process, from developing ideas through revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to take a standard Writing 125 course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise), or to study writing as part of an introductory course in another department (these "combined courses" are designated with a slash in the course title; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for three periods each week).

All students are required to take Writing 125 in either the fall or spring semester of their first year at Wellesley. Students who lack confidence in their writing are advised to take Writing 125 in the fall and to select one of the sections designated for underconfident writers (8, 9, 12, 13, 20). Davis Scholars and transfer students who have not met the Writing Requirement may opt to take Writing 200 instead of Writing 125.

Students who wish to pursue the study of writing beyond Writing 125 may select independent study in writing (Writing 250) with a member of the Writing Program staff, but they should also be aware that many courses at Wellesley are taught writing-intensively, offering the opportunity to study writing as part of their disciplinary study.

Below are descriptions of the Writing 125 sections offered in 1997–98. Students are invited to indicate a list of preferences, which will be honored as far as possible. PLEASE NOTE: Students may not take a second semester of Writing 125 unless they have the written consent of the Director of the Writing Program.

SEMESTER I

WRIT 125 01,02,03/ENG 120 Critical Interpretation

Ms. Hickey, Mr. Shetley, Mr. Cain, Department of English

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. *This course satisfies both the Writing 125 and the English 120 requirements. Includes a third session each week.*

Prerequisite: Open to all first-year students but primarily recommended for prospective English majors.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

WRIT 125 04/ENG 121 The Novels of Jane Austen

Ms. Meyer, Department of English

Students will read a selection of the great novels of Jane Austen and study techniques for the close reading of fiction. *This course satisfies both the Writing 125 requirement and counts as a unit towards the English major. Includes a third session each week. Mandatory credit/noncredit.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

WRIT 125 05/ARTH 100 Introduction to the History of Art: Ancient and Medieval Art

Ms. Bedell, Department of Art

A foundation course in the History of Art, Part 1. The course introduces students to the ancient and medieval art and architecture of Western Europe, Africa, Asia, and the Islamic world. Students in this section of Art 100 will attend the same twice-weekly lectures and weekly conference as the other Art 100 students, but their assignments will be different and they will attend an additional conference meeting each week. Through writing about art, students in ARTH 100/ WRIT 125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit toward a major in Art History, Architecture or Studio Art.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

WRIT 125 06/EDUC 102 Education in Philosophical Perspective

Mr. Hawes, Department of Education

Reflective and analytical inquiry into ideas and problems of education. Topics include: learning and teaching, educational aims and values, curriculum and schooling. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. *This course satisfies the Writing 125 requirement and counts as a unit toward the Education minor. Includes a third session each week.*

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

WRIT 125 07/GER 121 Turn of the Century Vienna: The Birth of Modernism

Mr. Hansen, Department of German

The resplendent culture of *fin de siècle* Vienna reveals the early concerns of the 20th century. While the 600-year-old Hapsburg monarchy preserved continuity in Austria, a nervous sense of finality pervades the period. Nostalgia clashes with social change to produce a remarkable tension in the music, art, literature, and science of the period. These disciplines reach breakthroughs that are the roots of the modern temperament: Sigmund Freud in psychology; Oskar Kokoschka and Gustav Klimt in art; Hugo von Hofmannsthal and Arthur Schnitzler in literature; Mahler, Schönberg, and Webern in music; Theodor Herzl, founder of Zionism, in social thought. This course will study representative works to explore this phenomenon. *Students enrolled in German courses, particularly 201, are encouraged to fulfill the Writing 125 requirement with this class. This course satisfies the Writing 125 requirement and counts as a unit for the German Studies major. Includes a third session each week.*

Prerequisite: Open to all first-year students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

WRIT 125 08, 09 The Role of Stories

Mr. Schwartz, The Writing Program

This course looks at the rich and various roles stories play. We begin by reading different types of stories, and we consider how these stories convey complex ideas in an effective and compelling manner (think of all the times you understood some principle or subtle truth because it was communicated to you in the form of a story). We also look at the short story as a literary form, examining the techniques by which writers reveal their visions. This section is appropriate for students who have not done much writing in high school or who perhaps lack confidence in writing (but who love to read stories).

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 10 Spiritual Journeys

Ms. Ward, Special Project Director

We will examine the spiritual reflections of women and men across cultures and history through our class reading, research, and writing. We will focus on the nature and meaning of spirituality, the attainment of inner and outer peace as a goal of spiritual life, and place as a locus of spiritual awareness and connection. Among others, we will read from the reflections of the Quaker thinker and educator, Parker Palmer; the current-day Buddhist monk, Thich Nhat Hanh; the twentieth century American pilgrim, Peace Pilgrim; Black Elk of the Sioux people; the Lubavitcher rabbi, Rebbe Menachem Mendel Schneerson; and American essayist, Frederick Buechner.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 11 Women and Law

Ms. Viti, The Writing Program

We will read cases and articles about the way courts have changed existing laws affecting American women and their roles in the workplace, the academy, and the home. Readings will be selected from such cases as *Roe v. Wade* and *Webster v. Reproductive Health Services* (abortion); *Webster v. Cruzan* (right to die), and *Quill v. New York* (assisted suicide); *Marvin v. Marvin* (divorce and "rehabilitative alimony"); and from recent cases on gender discrimination, affirmative action, and parental rights.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 12 Women and Memoir: Reshaping a Life

Ms. Johnson, The Writing Program

When does a writer choose to write about herself? This course will try to answer that question by exploring how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this "revision" of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion. Students will have the opportunity to use their own journal entries as raw material for critical essays.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 13 The Observing Eye: The Autobiographical Essay

Ms. Johnson, The Writing Program

True autobiography, Patricia Hampl notes, "is written in an attempt to find not only a self but a world." How does a writer discover the universal truth embedded in his or her particular story? How does he or she persuade us that something important is being discussed? Whether writing about childhood, family, or social or political issues, the autobiographical essayist uses his or her own life as primary text. In this course we will examine how writers such as Alice Walker, Joan Didion, George Orwell, and James Baldwin have used personal observation to shape important social statements.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 14 Writing the Self

Ms. Jacoff, Department of Italian

What organizes our perception of the self? Which experiences give us access to what matters most in our understanding of the self? What are the principles of selection that govern a narrative of the self? This course will explore autobiographical writing that raises these and similar questions from very different perspectives in texts such as Augustine's *Confessions,* M.F.K. Fisher's *The Gastronomical Me,* and Primo Levi's *The Periodic Table.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 15 "Written by Herself": Women's Autobiographical Writing

Ms. Cohen, Office of the Class Deans

This course will explore autobiographies written by women from a wide range of backgrounds and cultures. The title of the course is borrowed from one of the works we will read: *Incidents in the Life of a Slave Girl/"Written by Herself."* More than any of the other women on the syllabus, this freed slave had to confront literal obstacles in winning the freedom to speak for herself, to tell her own story, and to define her own identity. Each of the writers, however, also deals with the challenge of creating her own story in the face of pressures limiting and defining her. We will consider how each of these women uses her writing to define herself in relation to her childhood, her family, her society, her world.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 16 Eros and Selfhood

Mr. Ko, Department of English

If there is one thing that distinguishes human beings from birds and bees, it is that we talk incessantly about the birds and the bees. Not only the experience of love, but the discourse concerning it, has assumed a central position in human culture. This course will explore how we conceive and talk about the experience of love: Why does religion enter the language of romance? How do people see the relationship between love and erotic pleasure? Why is love overwhelmingly the most frequent subject of pop songs? In the course of this exploration, we will continually focus as well on how our understanding of selfhood—what a self is—is shaped by and further shapes our experience of love. Among the works to be read to deepen our understanding and aid our discussion are: Plato's *Symposium,* Dante's *Vita Nuova,* love lyrics from some of England's greatest poets and songwriters, including Shakespeare, Keats, and Pete Townsend, Freud's *Beyond the Pleasure Principle,* and Foucault's *History of Sexuality.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 17 Color and Culture: What Black Women Tell Us About America

Ms. Roses, Department of Spanish

Even before such writers as Alice Walker and Toni Morrison became central to American literature, African-American women were writing powerful stories, poems, plays, autobiographies, and other kinds of texts. Drawing on the rich tradition of Black women's writing, we will examine how women in general seek to define themselves as individuals and as Americans through writing. We will seek to extend the insights that arise from their writing to the experiences of marginalization, ambiguity, and multiplicity that characterize women's lives now and in the past. Among the writers studied will be Nella Larsen, Mary Church Terrell, Alice Dunbar-Nelson, Zora Neale Hurston, Ann Spencer, Angelina Weld Grimke, and Alice Walker.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 18 Children's Social Development

Ms. Brachfeld-Child, Department of Psychology

This course will explore the social world of the child by examining children's relationships with mothers, fathers, siblings, and friends. Using psychology books and journal articles, we will study theory and research in these areas. Topics such as divorce, birth order, and gender differences will be included. We will observe children at the Wellesley College Child Study Center.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 19 The Roots of Gender

Ms. Mansfield, Department of Psychology

Are boys and girls inherently different? Do cultural pressures force children into one or another mold? Do children participate actively in their own socialization into male and female roles? This course will explore such questions through autobiographical recollections, observations of young children at play, and scholarly articles by psychologists and other social scientists. Assignments, which will include narratives, analyses, and two short research projects (one hands-on and one library-based), will provide practice in three types of writing: reflecting on personal experience, presenting and interpreting information, and arguing an opinion.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 20 New Voices in American Writing

Ms. Iwanaga, The Writing Program

This course is about listening to voices—hearing what they say and how they say it. It's about point of view, and analyzing how the narrator's experiences, beliefs, and attitudes influence perceptions. We will read novels and short stories that touch on topics such as coming of age, racism, and family issues as recounted by girls and young women of various ethnic and cultural backgrounds, growing up in different parts of the U.S. Readings will include the novels *The House on Mango Street* by Sandra Cisneros, *Ellen Foster* by Kaye Gibbons, *Bread Givers* by Anzia Yezierska, and *A Yellow Raft in Blue Water* by Michael Dorris. It is hoped that, in writing about these literary works, each student will discover and develop her own voice, as well as practice techniques of analysis and argument. *Please note: Enrollment in this course is limited to students who speak English as a second or additional language.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 200/ENG 200 Intermediate Expository Writing: Essays in Sexuality

Mr. Cooper, Department of English

Examining several kinds of essays (meditation, op-ed, philosophical argument, scholarly article) about sexuality, this course aims to improve the student's reading and writing generally as well as her understanding of the kinds of strategies authors have used to appear rational, sober, persuasive, and enlightening about this most irrational, intoxicating, deep-rooted, and universal of human experiences. Authors: Freud, Boswell, Ruben, Rich, Nagel, Paglia, Laqueur, Mackinnon, and others. *May be elected by transfer and Davis Scholars to satisfy the Writing Requirement.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

WRIT 250 Research or Individual Study

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of The Writing Program required.
Distribution: None
Semester: Fall Unit: 1.0

SEMESTER II

WRIT 125 01/ENG 120 Critical Interpretation

Ms. Harman, Department of English

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. *This course satisfies both the Writing 125 and the English 120 requirements. Includes a third session each week.*

Prerequisite: Open to all first-year students but primarily recommended for prospective English majors.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

WRIT 125 02/ENG 122 Ondaatje's *The English Patient*: The Great Maps of Art

Ms. Mikalachki, Department of English

This course explores the centrality of English literature and western art to Michael Ondaatje's vision of human community in *The English Patient.* Its title character is in many ways an icon of England or Europe at the end of the war—burnt beyond recognition, yet still exercising a powerful and nostalgic cultural attraction for the colonial figures who surround him. Other texts will include selections from Ondaatje's poetry, his memoir *Running in the Family,* his earlier novel *In the Skin of a Lion,* Rudyard Kipling's *Kim,* selections from Christopher Smart's *Jubilate Agno Dei* and the *Histories* of Herodotus (in translation). *This course both satisfies the Writing 125 requirement and counts as a unit towards the English major. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

WRIT 125 03/ENG 127 An Introduction to Modern Drama

Mr. Rosenwald, Department of English

A study of modern drama from Ibsen to the present. First, a discussion of early modern European drama and dramatic theory, with readings by Henrik Ibsen, Bertolt Brecht, Antonin Artaud, and Eugene Ionesco; then a discussion of late modern and contemporary American drama and theater, with readings by Lorraine Hansberry, Maria Irene Fornes, and Adrienne Kennedy, and viewings of some local performances. Focus on the skills of reading a play and viewing a performance, and on the political, psychological and artistic functions of theater. *This course both satisfies the Writing 125 requirement and counts as a unit towards the English major. Includes a third session each week.*

Prerequisite: Open to all first-year students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

WRIT 125 04, 05/ARTH 101 Introduction to the History of Art: Renaissance to the Present

Mr. Rhodes, Ms. Bedell, Department of Art

A foundation course in the History of Art, Part 2. The course concentrates on art and architecture in Europe and North and Central America from the Renaissance period to the present; some consideration is given to post-medieval Islamic and African art. Students in this section of ARTH 101 will attend the same twice-weekly lectures and weekly conference as the other ARTH 101 students, but their assignments will be different, and they will attend an additional conference meeting each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit toward a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

WRIT 125 06/EDUC 102 Education in Philosophical Perspective

Mr. Hawes, Department of Education

Reflective and analytical inquiry into ideas and problems of education. Topics include: learning and teaching, educational aims and values, curriculum and schooling. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. *This course satisfies the Writing 125 requirement and counts as a unit toward the Education minor. Includes a third session each week.*

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

WRIT 125 07 Controversies in Science, Medicine, and Technology

Mr. Imber, Department of Sociology

Progress in science, medicine, and technology has never occurred without controversy. This course examines the nature of scientific, medical, and technological controversies, using a case method approach. How does a controversy develop, how is it adapted for political purposes, and how does resolution occur, even if only temporarily? Student writing will focus on developing an historical context for the rise and fall of disputes and a sociological explanation for their persistence over time. Topics will include the fetal research dispute, the animal rights controversy, the diet-cancer debate and the creation-evolution controversy.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 08 The Art of Fiction

Mr. Schwartz, The Writing Program

This course examines the basic elements of short fiction, but it might also be titled "How Writers Write." In conjunction with reading and writing about short stories, we will study commentaries about the art of fiction by such writers as Flannery O'Connor, Eudora Welty, Grace Paley and Leslie Marmon Silko. We will approach these texts as a source of instruction and inspiration for our own efforts to master the writing process. In order to better appreciate a short story writer's technical and artistic strategies, we will occasionally try our hand at some fictional exercises. *Note: This is not a fiction writing course; the fiction exercises are assigned in conjunction with analytical papers.*

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 09 The Observing Eye: The Autobiographical Essay

Ms. Johnson, The Writing Program

True autobiography, Patricia Hampl notes, "is written in an attempt to find not only a self but a world." How does a writer discover the universal truth embedded in his or her particular story? How does he or she persuade us that something important is being discussed? Whether writing about childhood, family, or social or political issues, the autobiographical essayist uses his or her own life as primary text. In this course we will examine how writers such as Alice Walker, Joan Didion, George Orwell, and James Baldwin have used personal observation to shape important social statements.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 10 Women and Memoir: Reshaping a Life

Ms. Johnson, The Writing Program

When does a writer choose to write about herself? This course will try to answer that question by exploring how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this "revision" of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion. Students will have the opportunity to use their own journal entries as raw material for critical essays.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 11 Law, Literature and Film

Ms. Viti, The Writing Program

We will read and write papers about short works of literature, both fiction and nonfiction, and about popular films which reflect society's values concerning law and justice. Readings will be selected from works of Weisel, Kafka, and Jeanne Houston, and popular and classic films such as *Inherit the Wind, To Kill a Mockingbird, The Verdict, Dead Man Walking, and The Firm.*

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 12 Cultural Crossings

Ms. Brogan, Department of English

This course explores the experience of crossing from the familiar to the foreign, whether the movement is between nations, neighborhoods, ethnic groups, or families. Our readings will range from Richard Rodriguez's account of his California childhood as the son of Mexican immigrants to Paul Bowles's description of his travel in Turkey in the early 1950's. We will also consider cultural crossings in literature and film.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 13 Culture and its Discontents

Ms. Lee, Department of English

What is wrong with the way we are living? Do we care about the "right" things? These questions obsessed Victorian critics of society and continue to trouble us today. This course will examine how some important nineteenth-century British writers described, analyzed, and complained about their culture and set up models for this kind of criticism. The issues they defined will sound familiar: the importance of material things, the function of art, ideals of masculinity and femininity, the role of the social or intellectual elite. We'll read and debate selections from Victorian writers such as Charles Dickens, Thomas Carlyle, and Matthew Arnold and examine how they invented writing styles that seemed to embody authority. We will also sample a variety of contemporary critiques of the flaws and tensions of American culture.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 14 Writing About Science

Ms. Merritt, Department of Chemistry

The purpose of this course will be to define, illustrate, and practice the several forms of science writing. Contemporary science writing encompasses not only the technical reports constituting "the scientific literature" but also includes publications for the general public such as *Scientific American,* news stories in the popular press, and science fiction. Readings will be drawn from the works of Lewis Thomas, Stephen J. Gould, Arthur C. Clarke, Freeman Dyson, Lynn Margulis, Rachel Carson, John McPhee, Isaac Asimov, James Watson, and others.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 15 The Problems of Public Art

Mr. Oles, Department of Art

This course examines major (and often controversial) public art projects in the United States from 1860 to today. We will begin with 19th century Civil War monuments and other public sculptures, then turn to the elegant murals in the Museum of Fine Arts and Boston Public Library as examples of turn-of-the-century "decorations." We then examine the influence of the Mexican mural movement on American artists in the 1930s, focusing on the work of Rivera, Orozco and others in the U.S., and on New Deal projects done by Americans in the Boston area. Finally, we will explore some contemporary debates. Issues of patronage, meaning, and censorship will be addressed. We will take at least two field trips. Written projects will be designed to encourage writing about art and its relationship to both architecture and the public, using actual works to the extent possible.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 16 Controversies in Psychology

Ms. Carli, Department of Psychology

This course focuses on topics in psychology that are currently generating heated research and disagreement among psychologists. We begin by examining False Memory Syndrome: when adults recall forgotten traumas from childhood, are they sometimes creating false memories? How are the implications of this debate being represented in the press, in the courtroom, and in the scientific literature? Other possible controversies: whether personality characteristics are genetically determined; PMS as a form of mental illness; how birth order predicts attitudes, occupation, and personality; whether giving children rewards lowers creativity and motivation. Writing assignments will involve critical analyses of psychological theories and evidence, comparisons of different theorists, and summaries of readings.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 17 The Fey Tradition in Southern Literature

Mr. Tyler, Department of English

The major writers for this course will be Tennessee Williams, Carson McCullers, and Truman Capote; some attention will be given early on to William Faulkner, the giant and odd father of these even odder descendants.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 18 From *Children's Games* to *Triumph of Death*: The Art of Pieter Bruegel the Elder

Ms. Carroll, Department of Art

The course will consider paintings, prints and drawings by Pieter Bruegel the Elder as a series of attempts by the artist to record and critique the extraordinary social, political, and cultural changes that transformed European life in the course of the 16th century.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 19 American Culture in the 1950s: Nuclear Families and Nuclear Fears

Mr. Rozario, Department of History

This course examines American representations of some of the most pressing concerns of the 1950s: fears of nuclear war; anxieties about Soviet expansion; hostility to communism and "subversive sexualities"; unease about racial desegregation and youth alienation; celebration (and criticism) of consumerism, suburbanization, feminine domesticity; and the new national obsession with television. We study emotions, values, and opinions across a variety of cultural registers: including "I Love Lucy," quiz shows, the iconography of Marilyn Monroe, the songs of Chuck Berry and Elvis Presley, Jack Kerouac's

"On the Road," James Dean's "Rebel Without a Cause," science fiction movies ("Invasion of the Body Snatchers"), the art of Ralph Ellison and Jackson Pollack, essays by James Baldwin and Dwight McDonald, and political statements by Joe McCarthy and Martin Luther King, Jr. Assignments include: writing a history of the 1950s from selected "primary documents" (troubling over questions of truth, proof, content, and form); writing a review, newspaper editorial, or creative piece in a style from the 1950s; writing an analytic paper on some aspect of the culture and politics of the decade.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 20 The Viet Nam War in Literature

Ms. Iwanaga, The Writing Program

Typically, the literature of war, like its movies, depicts the experiences of the soldiers (usually white, always male) who waged it, as though they are the only ones authorized to write about it. But war affects many other people besides GIs. In this course, in addition to *The Things They Carried* by Tim O'Brien, we will also read poetry, memoirs, short stories, and novels about the Viet Nam war written by and about: nurses, Vietnamese combatants and refugees, Latino and African American soldiers, and their families. We will also discuss the possible ramifications of the traditional canon of war literature on society's attitudes toward war. Writers studied will include Bobbie Ann Mason, Yusuf Komunyakaa, Judith Ortiz Cofer, and Duong Thu Huong.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 126 Writing Tutorial

Ms. Sides, The Writing Program

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. Tutorial meetings are individually arranged by students with their tutors.

Prerequisite: Open to students from all classes by permission of the instructor.
Distribution: None
Semester: Spring Unit: 1.0

WRIT 250 Research or Individual Study

Prerequisite: Open to qualified students who have completed Writing 125. Permission of the instructor and the Director of the Writing Program required.
Distribution: None
Semester: Spring Unit: 1.

Asian American Studies

Asian American Studies is an interdisciplinary and interdepartmental field at Wellesley. Distinct from and yet interdependent on both Asian Studies and American Studies, it focuses on a number of critical issues unique to the experience since the mid 19th century of the people of Asian heritage in North America. A student may concentrate in one of the wide variety of disciplines that comprise the field, while augmenting her expertise with courses listed under "Related Courses," including those offered at MIT.

At this time, there is no departmental or interdepartmental major in Asian American Studies. However, course work in this curricular field can enrich and enlarge concentrations in a variety of existing Departments and Programs.

ANTH 318
Race, Class, and Colonialism in America

ENG 284
Asian American Literature

ENG 383
The Problem of Reading Asian American Literature: Genre v. Gender

EXTD 151
Asian American Experience

HIST 351
Asian Settlement in North America

WOST 250
Asian Women in America

WOST 254
Asian American Women Writers

WOST 348
Asian American Women in Film and Video

Related courses:

HIST 294
Immigration in America

POL 217
Politics of Immigration and Refugees

POL 337
The Politics of Minority Groups in the United States

PSYC 347
Ethnicity and Social Identity

REL 226
Liberation Theology

SOC 209
Social Inequality

SOC 210
Race and Ethnicity

WOST 235
Cross-Cultural Sexuality

WOST 305
Representations of Women of Color in the U.S.

WOST 317
History of Sexuality: Queer Theory

Courses in Film and Video

The courses of instruction include the following courses in film and video:

AFR 207
Images of Africana People through the Cinema

AFR 222
Images of Blacks and Women in American Cinema

ARTH 364
Women Filmmakers: History and Theory of Subversion

ARTS 165
Introduction to Video Production

ARTS 265
Intermediate Video Production

ARTS 365
Advanced Video Production

CHIN 243
Chinese Cinema

ENG 204
The Art of Screenwriting

ENG 320
Literary Cross Currents
Topic for 1997–98: Hawks and Hitchcock

EXTD 231
Interpretation and Judgment of Films

FREN 240
Images of Women in French Film

FREN 314
Cinema

GER 244/344
German Cinema 1919–1945 (in English)

GER 246
History and Memory in New German Cinema (in English)

ITAL 249
The Cinema of Transgression (in English)

ITAL 261/361
Italian Cinema (in English)

JPN 251
Japan Through Literature and Film
(in translation)

RUSS 255
Seven Decades of Soviet and Russian Cinema

SOC 216
Sociology of Mass Media and Communications

SOC 232
Visualizing Inequality: Exploration through Documentary Film

SPAN 315
Seminar. Luis Buñuel and the Search for Freedom and Morality

TECH 140
Television Technology and Projects Workshop

WRIT 125 11
Law, Literature and Film

Courses in Health and Society

The anthropologist Mary Douglas observed that "the human body is always treated as an image of society and...there can be no natural way of considering the body that does not involve at the same time a social dimension." Similarly, how we perceive our bodies, how they are treated by the health care system, how medicine and health care shape how we see ourselves are critical questions we must all face. Courses in Health and Society include ones that examine the workings of the human body and mind and ones that take a broad look at the relationship between health and larger cultural and societal issues. These courses encourage students to confront the ethical, social and political issues in the creation of health and science, and they allow students to consider the broad issues that link the body to the body politic. They offer valuable perspectives to enrich students planning careers in the health field and benefit anyone confronting health care in today's complex world.

Although there is no departmental or interdepartmental major in Health Studies, these courses enrich and enlarge concentrations in a variety of disciplines. They also demonstrate how different disciplines contribute to understanding a topic (health) and an institution (the health care system) that affect all our lives. Students who plan to apply for admission to medical school should consult the section on Preparation for Medical School on pp. 61–62 of this catalog.

The courses of instruction include the following courses in health and society:

ANTH 204
Physical Anthropology

ANTH 236
The Ritual Process: Magic, Witchcraft and Religion

BISC 107
Biotechnology

BISC 109
Human Biology with Laboratory

BISC 209
Microbiology with Laboratory

BISC 213
The Biology of Brain and Behavior with Laboratory

BISC 314
Immunology with Laboratory

CLCV 241
Medicine and Science

ECON 232
Health Economics

EXTD 103
Introduction to Reproductive Issues

EXTD 202
Multi-Disciplinary Approaches to Abortion

EXTD 203
Ethical and Social Issues in Genetics

EXTD 204
Women and Motherhood

EXTD 300
Ethical and Policy Issues in Reproduction

EXTD 334
Seminar. Literature and Medicine

HIST 224
The Healing Arts: Medicine and Society in Medieval and Renaissance Europe

HIST 348
Seminar. History of Medicine

PE 205
Sports Medicine

PHIL 249
Medical Ethics

PHYS 222
Medical Physics

PSYC 219
Physiological Psychology

PSYC 302
Health Psychology

PSYC 309
Abnormal Psychology

PSYC 318
Seminar. Brain and Behavior

PSYC 325
Seminar. History of Psychology

SOC 314
Medical Sociology and Social Epidemiology

TECH 200
Medical Technology and Critical Decisions

WOST 220
American Health Care History in Gender, Race and Class Perspective

WOST 235
Cross-Cultural Sexuality

Legal Studies

Law is a central institution in the organization of social life, and legal doctrines and procedures play an important role in establishing collective values, mediating conflicts between individuals and groups, and resolving questions of state power. Legal materials provide a rich ground for developing reading and interpretive skills, and for promoting serious inquiry into visions of the good and the just, the dimensions and limits of private and public decision-making, and conflicts between consent and coercion. Finally, cross-cultural and historical analyses offer students opportunities to explore the ways in which legal institutions and practices help create diverse social identities and communities. Students wishing to explore a range of legal materials, analytical frameworks, and institutions are encouraged to select courses from several perspectives and disciplines.

There is no departmental or interdepartmental major in Legal Studies; however, coursework in this area can enrich and enlarge concentrations in a variety of disciplines. Students who plan to apply for admission to law school should consult the section on Preparation for Law School on p. 61 of this catalog.

Legal Institutions, Policies and Practices

ECON 325
Law and Economics

EXTD 202
Multi-Disciplinary Approaches to Abortion

EXTD 203
Ethical and Social Issues in Genetics

EXTD 300
Ethical and Policy Issues in Reproduction

POL1 215
Courts, Law, and Politics

SOC 207
Criminology

SOC 338 Seminar
Topics in Deviance, Law and Social Control

Legal Ideas and Interpretations

CLCV 243
Roman Law

HIST 258
Freedom and Dissent in American History

PHIL 326
Philosophy of Law

POL1 311
The Supreme Court in American Politics

POL1 320S
Seminar. Inequality and the Law

POL1 335S
Seminar. The First Amendment

Literature in Translation

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses.

CHIN 106
Chinese Literature: Before the Song Dynasty

CHIN 107
Chinese Literature: The Song Dynasty and After

CHIN 243
Chinese Cinema

CHIN 330
Women in Chinese Literature

CHIN 340
Topics in Chinese Literature

CLCV 104
Classical Mythology

CLCV 105
Greek and Latin Literature in Translation

CLCV 210/310
Greek Drama in Translation

CLCV 215/315
Women's Life in Greece and Rome

CLCV 216
The Age of Augustus, the First Roman Emporer

CLCV 217/317
Neronian Rome

EXTD 330
Seminar. Comparative Literature. Topic for 1997–98: Decoding the World: Symbolism in Myths, Tales and Novels

GER 244
German Cinema 1919–1945 (in English)

ITAL 249
The Cinema of Transgression (in English)

ITAL 261/361
Italian Cinema (in English)

ITAL 263
Dante (in English)

ITAL 265
Literature of the Italian Renaissance (in English)

JPN 251
Japan Through Literature and Film (in translation)

JPN 253
Modern Japanese Literature from 1800–present (in translation)

JPN 351
Seminar. Theater of Japan (in translation)

JPN 352
Seminar. Topics in Modern Japanese Literature (in translation)

ME/R 246
Monsters, Villains, and Wives

ME/R 247
Arthurian Legends

RUSS 251
The Nineteenth-Century Russian Classics: Passion, Pain, Perfection

RUSS 252
Russian Modernism: Explosion of Matter and Mind

RUSS 253
Russian Drama

RUSS 271
Russia's "Golden Age"

RUSS 272
Politically Correct: Ideology and the Nineteenth-Century Russian Novel

RUSS 277
Anton Chekhov and the Enigma of Character

RUSS 281
The Culture of Totalitarianism: Documenting Stalinism and Recording Its Legacy

RUSS 282
Contemporary Russian Literature

RUSS 286
Vladimir Nabokov

SPAN 263
Latin American Literature: Fantasy and Revolution

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Legend

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Travel Directions

By Car

- From the West
  Take the Massachusetts Turnpike to Exit 14 (Weston). Go south on Interstate 95 (Route 128) for 1/2 mile to Route 16, Exit 21B. Follow Route 16 West for 2.9 miles to a stoplight (5-way intersection) in the town of Wellesley; go straight on Route 135 (West). At the third traffic light, take a left into the main entrance of the College. Follow signs for admission parking.
- From the East:
  Take the Massachusetts Turnpike to Exit 16 (West Newton). Follow Route 16 West for 4.7 miles, using directions above.
- From the North:
  Take Interstate 95 South (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.
- From the South:
  Take Interstate 95 North (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.

By Airplane

Options from Logan International Airport:

- Take a taxi directly to Wellesley College. See **Area Taxis**. Allow at least an hour for the commute. The fare will be approximately $40.

Or

- Take the Logan Express bus, which picks up at all airline terminals, to Framingham. Allow at least an hour for the commute. Call 1-800-23-LOGAN for more information, 9 am–5 pm.

  From Framingham, take a taxi to the College. See **Area Taxis**. Allow half an hour for the ride to Wellesley. The fare will be approximately $16.

Or

- Take the free shuttle bus to the MBTA Subway stop. Take the Blue Line Inbound four stops to Government Center. Go upstairs and change to the Green Line. Ride an Outbound subway marked "RIVERSIDE-D" to Woodland, the second to last stop on the D line. Subway fare is $.85.

  From Woodland, take a taxi to the College. See **Area Taxis**. The fare will be approximately $15.

  Allow two hours for total commute.

All fares quoted are subject to change.

Travel time may need to be increased during rush hour to allow for peak traffic levels.

By Train

Options from the Amtrak terminal at South Station:

- From South Station, take the Framingham/Worcester Commuter Rail to the Wellesley Square stop. The commute is approximately half an hour. One-way fare is $2.50 and is paid on the train. Exact change is not required.

  Go up the stairs and turn left onto Crest Road; follow Crest a short distance. Take a right onto Central Street. Walk five minutes to the second set of lights. Cross the street to the entrance of the College. From there, allow 20 minutes to walk to your destination on campus.

  Note: The Commuter Rail runs on a schedule that can be accessed by calling 1-800-392-6100 or (617) 222-3200. Please call ahead when making travel plans; the schedule varies on weekends and holidays. You may also take the Commuter Rail to Wellesley from Back Bay Station.

  If you prefer, call a taxi from the Wellesley Square Commuter Rail stop. See **Area Taxis**. Fare will be approximately $4.

Or

- From South Station, take the MBTA Subway (Red Line) Inbound two stops to Park Street. Go upstairs and change to the Green Line. Ride an Outbound subway marked "RIVERSIDE-D" to Woodland, the second to last stop on the D Line. Follow the above directions from Woodland.

By Bus

- From Peter Pan and Greyhound terminals at South Station, use Commuter Rail directions above.

Or

- Take a Non-Express Greyhound or Peter Pan bus to the Riverside terminal. From there, take a taxi to the College. See Area Taxis. Commute from Riverside will be about 30 minutes. Fare will be approximately $15.

  Note: Express buses DO NOT stop at Riverside.

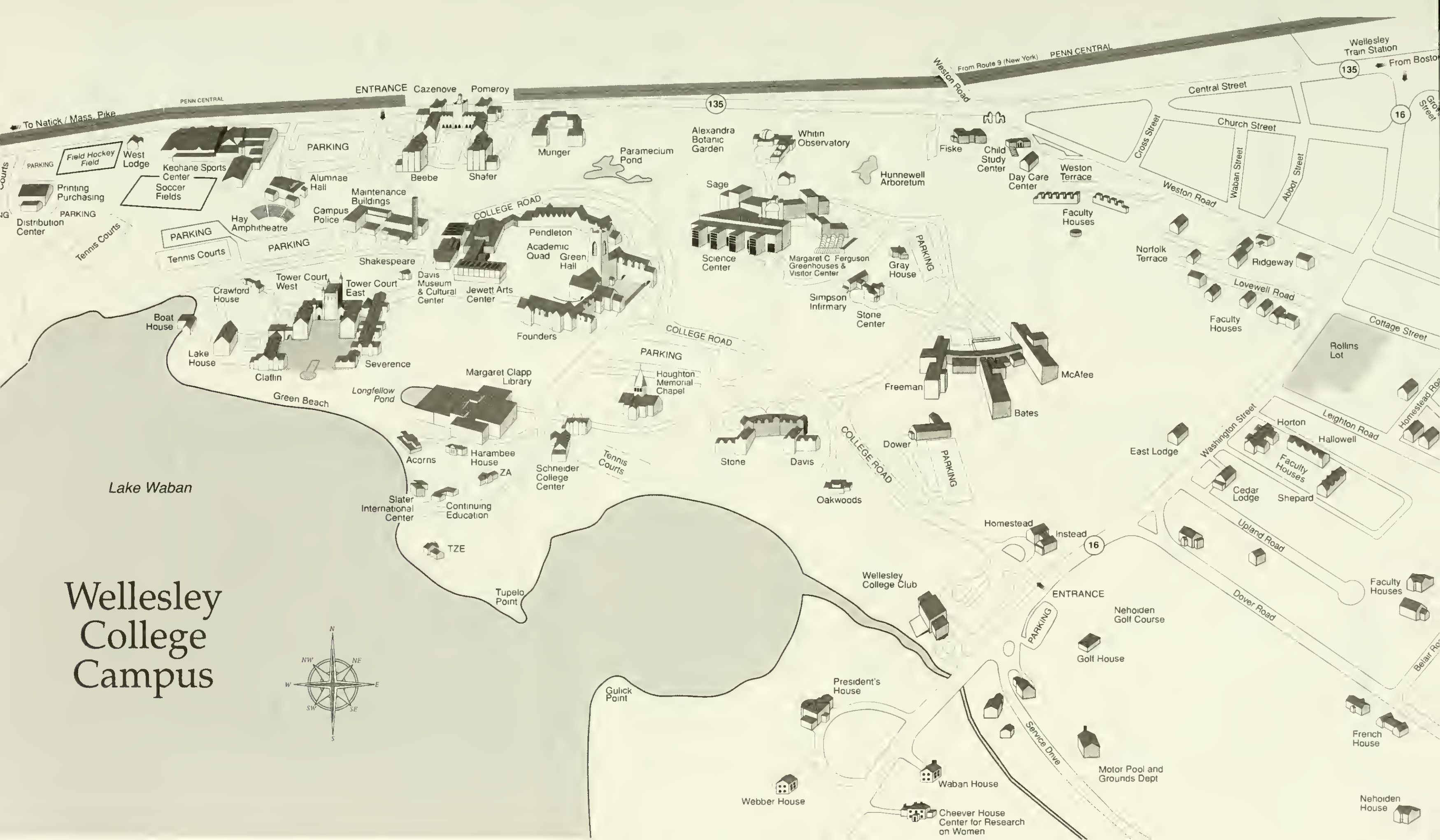
Area Taxis

Veteran's Taxi
(617) 235-1600
Hours: 24 hours

Wellesley Transportation
(617) 235-2200
Hours: 7 am–11 pm

MetroWest Taxi
(617) 891-1122
Hours: 5 am–12 midnight

Wellesley College Campus


To Natick / Mass. Pike
PENN CENTRAL
ENTRANCE
Cazenove
Pomeroy
135
From Route 9 (New York)
PENN CENTRAL
Wellesley Train Station
From Boston
135
16
Courts
PARKING
Field Hockey Field
West Lodge
Keohane Sports Center
Soccer Fields
Printing Purchasing
PARKING
Distribution Center
Tennis Courts
PARKING
Tennis Courts
Alumnae Hall
Hay Amphitheatre
PARKING
PARKING
Maintenance Buildings
Campus Police
Beebe
Shafer
Munger
Paramecium Pond
Alexandra Botanic Garden
Whitin Observatory
Hunnewell Arboretum
Fiske
Child Study Center
Day Care Center
Weston Terrace
Weston Road
Central Street
Church Street
Cross Street
Waban Street
Abbot Street
Weston Road
COLLEGE ROAD
Pendleton
Academic Quad
Green Hall
Shakespeare
Davis Museum & Cultural Center
Jewett Arts Center
Tower Court West
Tower Court East
Crawford House
Boat House
Lake House
Claflin
Severence
Founders
Sage
Science Center
Margaret C. Ferguson Greenhouses & Visitor Center
Gray House
PARKING
Simpson Infirmary
Stone Center
Faculty Houses
Norfolk Terrace
Ridgeway
Lovewell Road
Faculty Houses
Cottage Street
Rollins Lot
COLLEGE ROAD
PARKING
Houghton Memorial Chapel
Margaret Clapp Library
Longfellow Pond
Green Beach
Freeman
McAfee
Bates
Dower
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Homestead Road
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PARKING
Golf House
Belair Road
N
NE
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NW
Gulick Point
President's House
Service Drive
Motor Pool and Grounds Dept
French House
Webber House
Waban House
Cheever House Center for Research on Women
Nehoiden House
Grove Street

The information contained in this Bulletin is accurate as of July 1997. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

In accordance with the Student Right-to-Know and Campus Security Act (Public Law 101-542), the graduation rate for students who entered Wellesley College as first-year students in September 1991 on a full-time basis was 86%. (The period covered is equal to 150% of the normal time for graduation.)

Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

September 1997 20M

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Massachusetts 02181

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